

**SPECIAL ISSUE**

# **BUSINESS EDUCATION WORLD**

**APRIL, 1960**



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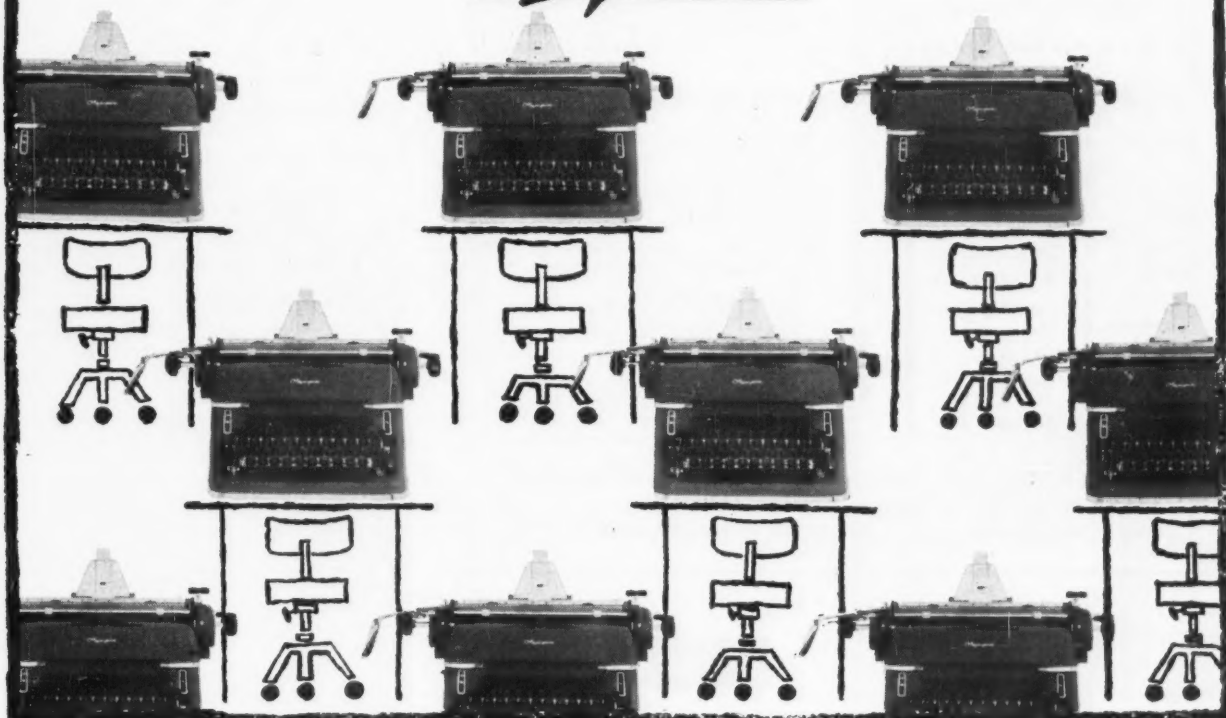
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**NOTE:** Our two current series, "Meeting Departmental Problems" and "Teaching the Fundamental Elements of Bookkeeping," do not appear in this Special Issue. They will be resumed next month.

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#### Production Manager

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#### Circulation Manager

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#### Publisher

E. WALTER EDWARDS

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## THE BUSINESS TEACHER'S

# Problem Clinic

A FEW MONTHS AGO, we were scolding you for not supporting the Problem Clinic: but there has been a pronounced change for the better, and our difficulty now is finding space for all the suggested solutions submitted. (We could use some problems, though.)

Send contributions to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (Please enclose a carbon copy of any solution you submit.) Our prizes: For the best *problem* submitted by May 1, \$10, and for the second best, \$5; for the best *solution* submitted by the same date, \$25, and for the second best, \$15.

### NOVEMBER PROBLEM

*I would appreciate suggestions for devising ways to take care of different levels of ability within the classroom. I have been given the task of teaching five class periods in three. Secretarial Practice 1 is a double-period course consisting of dictation and beginning transcription, and Secretarial Practice 2 is a triple-period course consisting of advanced dictation and transcription, with the third period allotted to business machines. The first two periods in the morning, these classes meet in the same room. The Secretarial Practice 1 class is made up of 24 students, and Secretarial Practice 2 has 7 students. If I dictate to the beginners, the advanced students are not gaining in speed; if I dictate to the advanced ones, the beginners become discouraged. I've tried dividing the time between the two groups, but with a 45-minute period there is not adequate time to preview, dictate, and build speed for both groups. I've tried dictating to one group and letting the others transcribe, but the noise of the typewriters makes this unsatisfactory. We do have different textbooks for the two groups, but if one group reads aloud from their text this is even more confusing to the group trying to do their homework.*

*Please don't suggest that I disband the Secretarial Practice 2 group, which is smaller, because this would withdraw these students from the school work-experience program.*

ANONYMOUS

### Suggested Solution

Dear Anonymous:

This problem reminds me of the one-room rural school with grades one to eight. The first-graders read aloud from their primers while the seventh- and eighth-graders solve an advanced arithmetic problem or juggle the various parts of speech into grammatically correct sentences. This situation has gone on for years, and no issue has been made of it.

In making the above comparison, I do not mean to refer disparagingly to the one-room rural school. I simply want to

point out that, in spite of the range in levels of ability, results were achieved in the form of some fine statesmen, teachers, and leaders in business. Perhaps the secret of the success of the rural school is the fact that, over the years that it has been in operation, the matter of its adequacy has never formally been questioned.

Empirically speaking, I believe that teachers in the field of secretarial subjects must keep their courses flexible. Therefore, students with a relatively high speed in taking sustained dictation can be trained in the same room with students of a lower speed level. How? Simply dictate and evade making an issue of the two speed levels, and they will reach their respective goals in spite of the speed-range differences. I suggest the following plan:

Devote the first 35 minutes of 90-minute double period to speed-building for both groups. Instruct all students in the two classes to take the dictation regardless of the speed dictated—as little or as much as they can handle. First, select two 5-minute takes, one at the top speed required for the advanced group and one at the top speed required for the beginners. Dictate the high-speed material first, but make no mention of the speed at which it was dictated. Use the minute step building plan. Proceed from higher to lower speed for control, then back to higher speed, adding minute by minute until the entire take is covered. Next, dictate the entire take at the top speed. Cut the time down to 3-minute takes on some days and vary the routine by having members of the classes "spot read" from their notes.

Do not consume valuable time by telling the classes the speed at which you dictated. Following the advanced dictation, use the same procedure for the secretarial-practice beginning students. Instruct the advanced students to take the dictation along with the others. This procedure will give the advanced students an excellent opportunity to gain still better control of their notes. Doesn't it frequently happen that a writer with a speed of 120 words a minute has an employer who seldom dictates above 80

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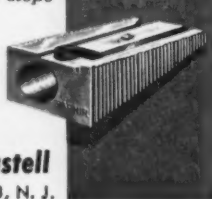
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wam? Yet the stenographer has that comfortable feeling of a reserve speed. Thus, by using the above method, you are not creating an unnatural situation in the classroom.

Before dictating for sustained speed, preview on the blackboard (for approximately ten minutes) complete word sequences or word groups selected from the material to be dictated. Again, both groups should practice the word sequences. Avoid drill on isolated words. This will leave 25 minutes for actual speed-building dictation.

To vary the routine from day to day, eliminate the blackboard preview and have the classes spot-read from their homework notes for ten minutes. It is time-consuming to call on students. Their homework letters are numbered; consequently, certain letters can be omitted in spot reading. Have each student read a sentence, on down the row from left to right or right to left, changing the letter numbers to be read back from time to time.

Once a week, give a 5-minute or a 3-minute new-material test to each group. Dictate to the advanced group first. Again, instruct the beginners to take as much of the material as they can. However, do not ask them to transcribe the test. Then dictate a test to the beginners. Instruct the advanced students to take the test at the lower speed. Allow about 55 minutes for the classes to transcribe the respective tests.

Devote the last ten minutes of the first period (except on test days) to a transcription preview in spelling and punctuation preparatory to transcription for mailability. Before dictating three short to medium-length letters or memos to the advanced group and two or three short letters to the beginners, place on the blackboard any spelling words taken from the letters that may be stumbling blocks in transcription. Leave the words on the blackboard for reference during transcription. Also, cite and preview basic rules of punctuation as they occur on the spot, either prior to or during the dictation of the letters—office-style. Dictate three letters, memos, or any other pertinent office material to the advanced class first. Follow the same pattern with the beginners. Both classes take the previews and the letters. Allow about 15 minutes to dictate the letters to the two classes. Allow 30 minutes of uninterrupted transcription time for the two classes to transcribe their respective letters.

If the classes gain in accuracy and mailability and slip in speed, cut down on dictation for mailability, which should be at a speed of 20 words less than their top sustained speed, and spend more minutes on sustained speed building.

Make the program flexible.

ELLEN KRUGER  
Minnesota School of Business  
Minneapolis, Minn.

## JANUARY PROBLEM

As a beginning teacher, I have two problems which may seem elementary to experienced teachers. Please help me with concrete suggestions.

(1) In the beginning typing class: Without a typewriter for demonstration purposes, how can I demonstrate technique—or what should I do to compensate for not demonstrating?

(2) In the beginning Gregg shorthand class: in presenting new theory to the class, I write the outlines on the board and have the students spell and read the words aloud. How does one spell words which contain word beginnings, word endings, or some special combination—such words, for instance, as hard, twin, bother, expression, create, actual, logical, township? I have improvised a method, but at times it seems awkward. What does one say for the parts of the words I have capitalized?

Thank you very much for any help you can give me.

M. S. P.

## Suggested Solution

Dear M. S. P.:

Your problems are real, but there are ways to meet them:

1. To teach typewriting without a demonstration machine, first *pray*. Then, because "the Lord helps them that help themselves" at a typewriter, analyze extra carefully every step in the procedure or technique to be taught. Develop a detailed word description of each of these steps, being precise and specific. (Refer to the article on TV teaching in the February, 1960, *Business Teacher*, the first paragraph on page 7, under "Instructor's Reaction to the Course," for an example.) Practice following your directions *without* a typewriter, exaggerating your gestures so that they will be visible even at the back of the typing room. When the presentation is made to the class, if necessary, refer to the chart of machine parts in the textbook or to the wall keyboard chart, in order to get everyone oriented. Then, step by step, tell and show the procedure. (You may feel that you belong in the kindergarten room leading an action song, but forget your dignity!) Repeat the demonstration until most of the members of the class have the idea. For some slow learners, it may be necessary to sit down at their machines and give an individual demonstration while the rest of the class is producing.

2. The second part of your problem is easy to solve. The February, 1955, issue of *BUSINESS EDUCATION WORLD* carried an article by Gregg's Madeline Strony that discussed the pronunciation of Gregg symbols and syllables. The chart accompanying the article covers just about any possible situation. This article was reprinted in the November, 1956, *Business Teacher*. Your school or some teacher friend should have a copy for you to borrow.

Good luck in a satisfying profession.

HOPE P. FOOR  
Miami, Fla.

As we pointed out last month, reprints of Madeline Strony's article are available free from the Gregg Publishing Division, McGraw-Hill Book Co., 330 West 42 Street, New York 36, N. Y.—ED.

BUSINESS EDUCATION WORLD

## FEBRUARY PROBLEM

My problem is similar to one I'm sure all of you must have faced many times. It concerns the slow learner in the bookkeeping class. To be more specific, slow learners—lots of them.

Ours is a small school and does not offer a great choice of subjects. A commercial program is included and there are several capable students. However, along with these are an unusually large number of those who are not.

After several years of teaching, I recognize that every class will have some students who don't grasp the subject material or don't do the work and that there are many reasons why such conditions exist. However, this is the first time I have seen so many students purposely placed in a class when the fact is recognized beforehand that they are not capable of mastering the work. Their achievement test profiles and their academic records testify to this, but still they are placed in the bookkeeping class because "there is no place else for them," according to the counselor. Furthermore, bookkeeping is considered as equivalent to a year of required math, so if a student cannot pass a basic math class, he is often programmed into bookkeeping.

So here they sit, failing every test and almost every assignment and getting more discouraged every week. In fairness to those who are grasping the subject matter, I adhere to the time schedule recommended by the textbook publishers; but with each step forward, a lot of the class falls further behind.

The \$64,000 question comes when grading time rolls around. What grade do you give the student who does not belong in the class in the first place? Should I pass students who have failed to pass every examination? Should I give a C to the pluggers who try, but only do D work? Remember, these kids did not want to take bookkeeping, and their records show that they do not have the aptitude for the subject.

In other words, shall I "rig" my grading system to compensate for their being forced into a class that is above their capabilities?

J. A. MARTIN  
Canyondam, Calif.

## Suggested Solutions

Dear Mr. Martin:

Try to do the best you can. Every student will learn something, even if he cannot master all the subject matter. If the student shows any application at all, even though he fails in all his tests and most of his assignments, I would pass him with a grade of D, at least, depending on the amount of interest he shows and the effort he puts forth. A student who is incapable and at the same time causes disturbance in class and does not try to learn deserves a failing grade.

This year I have a bookkeeping class of 29 students, of whom about 50 per cent or more are poor in all their subjects. A number of these have been failing nearly all their courses in high school (Continued on page 52)

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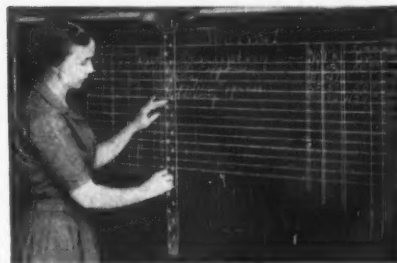
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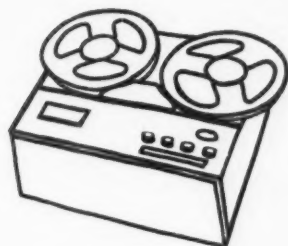
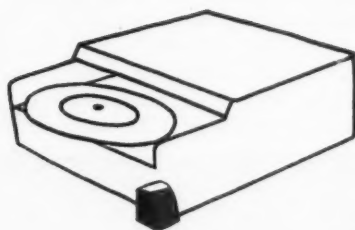
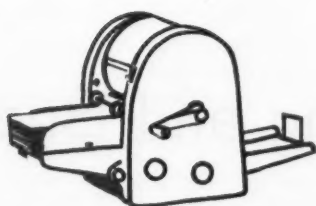
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**BUSINESS  
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SPECIAL ISSUE:

# **BUSINESS CLASSROOM EQUIPMENT GUIDE**

**Planning and Budgeting  
For the Equipment You Need  
Descriptive Catalog of Products**

# Planning and Budgeting For the Equipment You Need

## 1. IN THE SMALLER SCHOOL

ARTHUR L. WALKER

State Supervisor, Business Education Service  
State Board of Education, Richmond, Va.

**T**HE STEADY ADVANCE of mechanization in processing data and handling information in both the large and the small office dictates a corresponding improvement in facilities for training. As long as secondary schools propose to prepare their students for jobs as stenographers and clerical assistants, they assume the responsibility of providing the means for their students to acquire the kind and degree of specialized skills business demands.

Typing, shorthand, and bookkeeping are universally accepted by school administrators and the lay public as the basic office skills—as, indeed, they are. But the necessity for improvement in office processes required by the ever-increasing volume of information handling has resulted in new and improved skills. Offices have made progress in adapting functions—communications, computation, interpretation, and records management—to new conditions. Many of these require the application of machines and other labor-saving devices. Some of these new operations demand basic and highly developed skills—for example, the operation of digital computers, Flex-O-Writers, and so forth. Their application to business needs should be reflected in the up-to-date school training program.

It is nearly always difficult to change an established pattern of thinking, and this truism applies to the effort of selling the idea of modern and specialized equipment for office-machines and clerical-practice laboratories.

### Careful Investigation Is Necessary

Caution on the part of the school administrator in approving major equipment purchases is to be expected. Errors in the purchase of specialized equipment can be expensive and fraught with public-relations hazards. We must be *sure*, regardless of what it is we are asking for. Therefore, careful investigation and planning must precede requests for purchase. Only machines that offer custom-built facilities of high value and extensive (as well as extended) utilization should be considered. An unused facility can stand as a permanent monument to unsound judgment and an everlasting barrier to future approval in the mind of the purchasing agent.

Sound planning for equipment should begin with the established objectives of the school and, more particularly, with the purposes of the business department. The curriculum is essentially a written expression of the educational objectives. Physical facilities—room space and arrangements, furniture, machines, and appliances—are the tools necessary for the implementation of the courses of study. If the aim of the business department is primarily non-vocational, it would be foolish to provide elaborate facilities for job training. Conversely, if the principal purpose is to educate boys and girls to enter office occupations on graduation, wouldn't it be equally foolish *not* to provide the necessary tools of learning?

Criteria for the purchase of instructional equipment will be twofold; the department must (1) meet the urgent need to obtain equipment to facilitate the mastery of such basic skills as typing, shorthand, filing, arithmetic, and keyboard manipulation, and (2) provide certain desirable machines and appliances on which operational skills must be developed as an independent tool.

In each of the above cases, it is very important that teacher and student have enough sense of perspective to comprehend the skill primarily as a tool to be applied in a variety of ways in accomplishing, or contributing to

the accomplishment of, a major office function, such as communication, accounting, records management, distribution, transportation, etc. For example, mastery of the calculator is not to be considered as an end in itself; but teacher and student should recognize that such mastery makes it possible to *program* a business procedure or process.

Under the category of facilitating or accelerating devices, we can include records, tapes, films, slides, charts, projectors, and the machines necessary to handle the related audio-visual media. It is now a well established fact that the proper use of recorded dictation can be a highly profitable adjunct to the teaching of shorthand. The use of the E.D.L. Skill Builder program (Educational Developmental Laboratories, Huntington, N. Y.) seems to have great potential values in accelerating learning of typewriting, shorthand-transcription, filing, arithmetic fundamentals, bookkeeping, and the operation of 10-key machines.

Equipment designed to facilitate office functions includes dictating-transcribing machines, all types of computing machines, duplicating machines, and accounting machines.

Assuming that the school objectives include vocational proficiency, there remain a variety of problems preliminary to actual installation. Among them are these:

- In order to select equipment that is in current use in the community, some kind of survey should be made that will reveal type, model, and make. A simple checklist such as the one shown in the following illustration usually will serve the purpose. It is worth while to circulate this form by personal visit because of the public-relations values that are likely to accrue.

**SAMPLE SURVEY OF OFFICE EQUIPMENT**  
IN  
Central City, U.S.A.

Surveyor \_\_\_\_\_ Date of Contact \_\_\_\_\_  
Name of Firm \_\_\_\_\_ Interviewer \_\_\_\_\_

Kind of Equipment	Description	Make	Quantity
<u>Typewriters:</u>	Standard	(Trade Name)	8
	Electric	" "	2
<u>Accounting Machines:</u>	Non-Descriptive	(Trade Name)	1
<u>Adding Machines:</u>			
10-Key	Electric	(Trade Name)	4
Full Key	Electric	" "	2
Full Key	Hand	" "	1
<u>Calculators:</u>			
Rotary	Full Automatic	(Trade Name)	3
Rotary	Semi Automatic	" "	2
Key Driven	Hand	" "	4
Printing	10-Key Electric	" "	2
<u>Transcribing Machines:</u>			
Reeling Process	Disc or Belt	(Trade Name)	3
Magnetic	Disc or Belt	" "	0
	Tape - Wire	" "	1
<u>Duplicating Machines:</u>			
Stencil	Electric	(Trade Name)	1
Off-Set	Hand	" "	2
Copying Machine			0
<u>Others:</u>			

Note: Fill-ins are for purpose of illustration.

- Versatility is a second major concern. The choice of dictating-transcribing equipment is a case in point. The skill required to manipulate the machine is a relatively simple one and generally similar for all transcribers. The primary objective is skill in synchronizing

# Equipment Planning and Budgeting

listening, machine operating, and typing for the purpose of producing a usable transcript. It is desirable to include a recorder in the equipment of an office-practice laboratory. Certain students should be given some practice in voice recording and simple dictation. However, some types of the recorder unit are readily adaptable to the production of recorded dictation for shorthand or other audio aids, and others are not. A wise choice would give the nod to the more versatile equipment.

Similarly, the manipulation of all dictating machines is relatively simple.

Again, a double value may attach to certain computing machines; for instance, the printing calculator or portable posting machine can serve as a standby 10-key adding machine.

- **Economy** is almost always a controlling factor. Choices often must be made between the purchase of one fully automatic calculator that costs \$800 and four hand-operated models that cost \$200 each. Other choices may be between an electric duplicator of a particular kind and two hand-operated machines of different kinds.

Such choices may be eased by basing them on the relative instructional values of the machines. Many authorities believe that, for instructional use, the simpler and less costly machines may be as good as the more elaborate models, or even better. In the case of a duplicating machine, for example, a hand-operated model may possess as many advantages for instructional use as the electric model. If, on the other hand, the machine is to be used largely for production, an electric model may have a tremendous advantage.

- Another determining factor is the availability of maintenance and its cost. The quality of the distributor's service department is probably more important to the consumer than the quality of his sales department. Before requesting purchase, it is prudent to make a thorough investigation of service facilities and of the approximate cost of standard contracts as against individual service calls.

The practical approach to the maintenance and replacement of office equipment is through an accurately kept inventory and maintenance record. A 4 by 6 card similar to the one in the next column is suggested for each machine or appliance. This is the machine's documented

[illegible]

life history, indicating its acquisition cost, date of purchase, annual maintenance expense, cumulative depreciation, and present value. Here is the factual resource that can serve well when budgets are being set up or replacements are being considered. It constitutes convincing evidence that can be laid before the administrator along with the budget requests and, later, with the requisition for purchase.

- The manner of approach is no less important than the statement of need. Even though there may be no formal request from the administrator for an annual budget, it is nonetheless good practice to file a factual report with the school superintendent, principal, and/or purchasing agent. It is strongly recommended that this "Planning Report" be filed at the beginning of the school term. This will be an overview of the instructional program—subjects, together with their respective anticipated enrollments; room descriptions; teacher assignments and instructional load; summary of equipment listed on a report like the one shown (right); and an objective description of problems, including those involving suggestions for purchase of additional equipment and supplies.

One of the main reasons for filing an equipment report is that it can be used as a basis for all requests for purchase of major items. If repeated requests are necessary, they can be related to the original basis of need—the comprehensive report. This method, by placing each



# IN THE SMALLER SCHOOL

requisition on a businesslike basis, removes from current requests any semblance of nagging.

"If at first you don't succeed, try, try again." This old adage is worth considering. The second stage in what may be a long battle for adequate facilities begins before the end of the school term, when it is timely to file an End-of-Year Report. This is your opportunity to check up on your successes and failures and to lay before Mr. Administrator the accomplishments of the past year—as well as the needs for next year. A revised copy of the equipment summary is in order. Recognition of previous requests that were filled, as well as a reminder of those still unfilled, is also in order.

- Standard procedures help. True, there may be no rule-of-thumb way to plan and budget for equipment, because every situation is different. Some *principles*, however, are constant:

- (a) Request only that which can be validated.
- (b) Don't pad the budget.
- (c) Don't overstate your needs; this approach soon destroys confidence.
- (d) Communicate actual needs in a periodic factual report to "management."
- (e) Keep in mind all persons who should have knowl-

edge of your needs and make sure that they are informed.

- (f) Keep yourself well-informed regarding trends in the equipment and skills used by business.

- (g) When making a request for purchase, reduce it to writing and provide complete information as to kind, model, description, cost, source of supply, and the specific use to which it will be put.

- Know the field. The area of office machines is a diverse and changing one. The teacher who would keep up with trends and the steady flow of new and improved machines and processes must pay the price of continuous reading, observation, and experimental use. Some of the opportunities for keeping up to date are:

- (a) Maintain good but non-obligating contacts with local equipment sales representatives.

- (b) Read equipment sections of professional literature, such as this issue of *BUSINESS EDUCATION WORLD*.

- (c) Subscribe to such specialized publications as *The Office*, a monthly magazine devoted to business management, equipment, and methods.

- (d) Attend business-machines shows and exhibits.

- (e) Maintain a "new machines" table in the office-practice laboratory, and invite equipment representatives to leave machines for try-out periods.

## REPORT ON EQUIPMENT

Business Education Department  
Central City High School

To: Superintendent of Schools and High School Principal

From: Head Business Education Department

Subject: Inventory of Business Education Equipment

The following schedule represents the current values and operational status of the specialized equipment and appliances in the Business Education Department.

Card Item No.	Description	Date Acquired	Original Cost	Years Used	Total Depr.	Total Repairs Cost	Present Value

# Planning and Budgeting For the Equipment You Need

## 2. IN A LARGE CITY SYSTEM

JOHN C. ROMAN

Assistant Supervisor, Business Education  
Cincinnati (Ohio) Public Schools



CINCINNATI teachers learn about the newest in office equipment on a visit to General Electric's jet plant in Evendale, Ohio. The Cincinnati chapter of NOMA arranges such trips as part of an annual office-visitation program.

**E** DUCATORS ARE NOW, more than ever, confronted with equipment demands to meet the school's total program. Recently, the National Citizens Commission for the Public Schools collected questions for people to ask about their own public schools. The following questions pertaining to procurement of adequate school equipment for vocational education are of interest for discussion and action:

1. What equipment is adequate for vocational education?
2. What other equipment is needed to help the schools do a good job?
3. What should be the policy concerning acceptance or refusal of donations for instructional equipment?
4. Are accurate and up-to-date inventories maintained of all school equipment?
5. To what extent is the use of equipment furnished free to pupils?
6. How is instructional equipment selected for purchase?
7. Does the present method of purchasing equipment result in the best selection?

In the field of business education, local school administrators—superintendents, principals, directors of instruction, and school boards—also want to know what is new in office equipment, what business machines are most economical and efficient, and what effect equipment purchases will have on the total school budget. And what will be the effect of the implementation of Public Law 85-864 (National Defense Education Act) on local school districts in the area vocational program?

In this article, I shall not attempt to answer all the questions listed above; however, I shall try to relate them to some of the current practices being used in the Cincinnati Public Schools in the selection of instructional equipment for business-education departments in the comprehensive as well as the vocational-technical high schools.

The selection of instructional equipment in the Cincinnati Public Schools is part of a comprehensive program of curriculum development. A first consideration in the selection process is the degree to which equipment fulfills (1) student needs and (2) the equipment requirements designated in courses of study for the various areas of learning. The courses of study are written by teachers,

principals, and supervisors, at times with the assistance of outstanding consultants; are continually evaluated under exacting classroom conditions; and are periodically revised when warranted changes are indicated. The development of courses of study on a local basis allows for the selection of equipment that is in harmony with the particular needs and abilities of students and the special demands of the community. Equipment is selected, therefore, to assist teachers in the achievement of instructional objectives set forth in soundly constructed courses of study.

#### Procurement Policies of City System

Operation of the business-education department in a large city school system requires co-operative planning on the part of the administrative staff and faculty far in advance of the actual purchase of new instructional equipment. This planning is a requirement for success in any progressive business organization. It is especially necessary in today's complex business world, where changes in office equipment are taking place so rapidly that, in many cases, teachers do not request the equipment they need simply because they are not aware of technological improvements.

Equipment needs in the Cincinnati Public Schools are determined by committees of teachers who study the problem continually throughout the school year as they teach, work on curriculum bulletins, visit offices, and observe demonstrations in the classroom, at business shows, and at workshops. The chairman of an individual school's business department must (with staff help) justify needs in such a way that required expenditures will be approved.

*Inventories.* Business houses have what they call an annual inventory; school systems also require inventories. In the Cincinnati system, two inventories are requested each school year—one in November and another in March. During November, the inventory is presented by the teacher for the purpose of programming needs in relation to age of equipment, its obsolescence, and repairs necessary. During March, the inventory presents the latest record of equipment replaced, equipment added, and equipment retained. Copies of these inventories are prepared in triplicate (see form on next page); one copy goes to the principal of the school, one to the city supervisor, and the third is retained in the classroom. The supervisor of business education transfers this inventory information to

school \_\_\_\_\_  
 sponsor Name \_\_\_\_\_ Date \_\_\_\_\_

Make of Machine*	Serial Number	Condition**	Recommendations:
		A I	
		A P	
		A I	
		A P	
		A P	
		A P	
		A P	

\*\*Condition: E-Excellent; A-Average; P-Poor (Encircle one.)

### Preparation of the Equipment Budget

BUSINESS EDUCATION WORLD



## HOW DOES BUSINESS PLAN AND BUDGET FOR EQUIPMENT PURCHASES?

**B**USINESSMEN share with business teachers several problems in regard to planning and budgeting for equipment purchases. The National Office Management Association recently completed an Office Machines and Furniture Survey that serves to emphasize some of these problems. More than 1,500 companies throughout the United States and Canada gave NOMA information on rental of office equipment and furniture, standardization policies, replacement policies, and depreciation of equipment. Here are some survey highlights:

**RENTAL:** Twenty per cent of the companies surveyed rent office machines; only 2 per cent rent office furniture.

**STANDARDIZATION:** Fifty-eight per cent of the companies that replied standardize on machines, 51 per cent on furniture.

**REPLACEMENT:** Thirty-two per cent have formal replacement policies on machines, 38 per cent on furniture.

**DEPRECIATION:** Fifty-seven per cent of the companies have depreciation policies on machines. Most of this group use the average life for all machines as the basis for depreciation, using the straight-line method. Eighty per cent of the companies responding have depreciation policies on office furniture; most of them use the straight-line method. In most cases, the basis of depreciation was the average life of all furniture.

**MAINTENANCE:** Eighty-seven per cent of the companies responding have service agreements to cover the maintenance of machines.

The results of the survey also cover the reasons for a standardization program; why companies do and do not rent office machines and furniture; and miscellaneous data on adding and calculating machines and their various uses.

The complete survey report can be obtained from NOMA at 1931 Old York Road, Willow Grove, Pa., at \$1 per copy.

edge of specific makes of machines and substantiates the durability of the machine as well. The trial period should be limited to a month's time, with the understanding that the manufacturer assumes all responsibility for the machine.

All the office equipment used in the business-education departments in the Cincinnati Public Schools is purchased outright. Most schools throughout the country purchase equipment rather than rent it; exceptions are transcription and key-punch equipment. Both plans have advantages. Rental contracts customarily cover servicing. Schools report that renting is more economical than outright purchase if maintenance costs tend to run high.

### Equipment Needs for the Future

It is clear that growing paperwork problems will continue to demand office equipment of all types. Business as well as government has stepped up its insistence on speedier and more exacting records. At first glance, it would seem that business automation will replace many of the nine million Americans now employed in offices; and this would, indeed, be the case—if there were not so many social and economic changes creating new jobs in our country. Even in specific cases of extremely large-scale paperwork operations (Social Security records for 126 million people, for example), the effects of automation are not likely to have a real impact on clerical employment for several years.

Data compiled by the U. S. Department of Labor shows that one out of every eight office workers today is a specialized machine operator—working with a tabulating machine, key-punch machine, duplicating machine, book-keeping machine, calculating machine, or typewriter. In the next twenty years, this ratio will probably change to about one out of every five, according to the Labor Department's Bulletin 1241 (*Automation and Employment Opportunities for Office Workers*, October, 1958). An increase of 27 per cent in the number of clerical and sales workers employed will be reached by 1965, according to a statement by Edward Boettner, Jr., of the Labor Department (*Office Executive*, August, 1959).

Indications are that the office-equipment industry will be characterized by many dramatic technological changes in the years to come. It is imperative that business-education teachers keep abreast of these changes so that instructional equipment will at least be on a par with equipment used in the employment area that a particular school strives to serve.

# CATALOG

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## OF BUSINESS CLASSROOM EQUIPMENT

Catalog Editor:  
RAYMOND HAMILTON

THIS CATALOG contains a representative listing of equipment in the categories shown above; the listing is alphabetical by manufacturer's name within each category. The catalog does not pretend to cover any of these categories completely but is meant to serve as a general guide. The information given here was obtained directly from the manufacturers. Not all manufacturers to whom we mailed questionnaires replied; therefore, some major makers of business classroom equipment are not represented. If you want further details about any of the products or teaching aids listed here, please use the coupons provided on pages 18, 25, 41, and 50.

### ADDING MACHINES

#### FULL-KEYBOARD ADDING MACHINES

**R. C. Allen Business Machines, Inc.**  
Grand Rapids 4, Mich.

1

*Model:* VisOmatic 1015 (electric)  
*Features:* Automatic clear signal; visible dials; red subtraction; automatic total and subtotal  
*Introduced:* 1957  
*List price:* \$305  
*Other models:* with various capacities from \$115 to \$545



**Burroughs Corporation**  
Detroit 32, Michigan

2

*Model:* Burroughs 8 07 01  
*Features:* Capacity 7-8; repeat key; non-add key



*List price:* \$113  
*Other models:* manual or electric with capacity up to 13

**Clary Corp.**  
**San Gabriel, Calif.**

**3**

**Model:** Clary 148 (electric)  
**Features:** Full size; heavy duty; "all the features of modern adding-sub-



tracting-multiplying machines"

**Price:** \$189.50 (less 25% educational discount) (rental up to nine months applicable to purchase price)

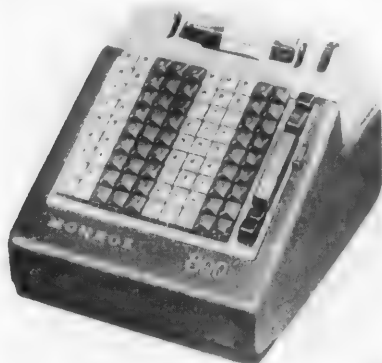
**Introduced:** 1958

**Teaching aids:** List available

**Monroe Calculating Machine Co., Inc.**  
**555 Mitchell Street**  
**Orange, N.J.**

**4**

**Model:** O11A10 Series 800 (electric)  
**Features:** Capacity 10-10; direct subtraction; automatic credit balance; live non-add, total, and sub-total keys;



automatic clear signal; subtract items and negative totals print red

**Price:** range from \$150 to \$500 for different models

**Other models:** Manual, grand total, and wide carriage in various capacities

**Remington Rand Division**  
**Sperry Rand Corporation**  
**315 Park Avenue South**  
**New York 10, N.Y.**

**5**

**Model:** Remington Rand FK-11 (electric)

**If you want more information  
about any product or service  
listed in this issue . . .**

1. Locate the key number of the editorial item (bold-face number following manufacturer's name and address) or advertisement (number preceding manufacturer's name in index of advertisers) and place it in the box at the upper right corner of any coupon on the reverse side of this page.
2. Indicate the specific information you desire by checking the appropriate box.
3. Print your name and address on the coupon and mail it to us.

The above information **must** be on every coupon returned to us for further processing. When sending a single coupon, paste it on a post card; when returning more than one, enclose coupons in an envelope. All coupons should be addressed to:

**READER SERVICE DEPARTMENT**  
**BUSINESS EDUCATION WORLD**  
**330 West 42 Street**  
**New York 36, N. Y.**

Coupons in this issue are valid only until January 1, 1961.

<input type="checkbox"/> MODEL LISTED <input type="checkbox"/> OTHER MODELS <input type="checkbox"/> TEACHING AIDS	Key No. <input type="checkbox"/>
YOUR NAME ..... SCHOOL ..... ADDRESS .....	
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<input type="checkbox"/> MODEL LISTED <input type="checkbox"/> OTHER MODELS <input type="checkbox"/> TEACHING AIDS	Key No. <input type="checkbox"/>
YOUR NAME ..... SCHOOL ..... ADDRESS .....	

Features: capacity 8-9 all controls electrified; twin add and total bars; automatic subtraction; electric repeat; jump space after totals; rotary action; heavy duty construction



Introduced: October, 1959  
List price: \$169.50

Victor Adding Machine Co.  
3900 North Rockwell Street  
Chicago 18, Ill.

6

Model: Victor Imperial (16-83-4) (manual)  
Features: Direct subtraction; credit balance; light weight; capacity 8-9;



repeat key; triple space after total  
Introduced: January, 1959  
List price: \$181  
Other models: Electric with credit balance and subtraction or just subtraction

### TEN-KEY ADDING MACHINES

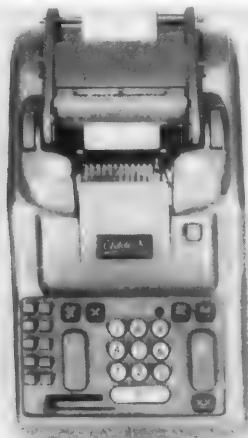
Addo-x, Inc.  
300 Park Avenue  
New York 22, N.Y.

7

Model: Addo-x 2341E (electric)  
Features: Extra keyboard for automatic multiplication; capacity 10-11;



credit balance; "new constant feature"  
**Introduced:** 1959  
**List price:** \$416 (incl. Fed. tax)  
**Other models:** 12 other models from \$198.50; some with automatic nega-



tive multiplication, grand total credit balance  
**Teaching aids:** Instruction booklets and manuals

**Alma Office Machine Corp.**  
**349 Broadway**  
**New York 13, N.Y.**

**Model:** Everest M58 (electric)  
**Features:** Credit balance; capacity 10-11; addition, multiplication, subtraction; centralized controls; 10-year parts guarantee



**Introduced:** October, 1957  
**Price:** approximately \$269  
**Teaching aids:** Instruction book  
**Other models:** Everest Plurima (manual, light weight, \$129)

**Burroughs Corp.**  
**Detroit 32, Mich.**

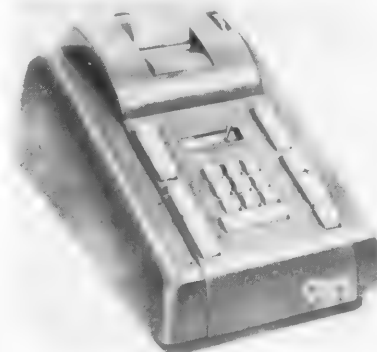
**Model:** Burroughs J289 (electric)  
**Features:** Adds, subtracts, totals, sub-totals; one-piece aluminum case  
**List price:** from \$199



**Other models:** with 7, 8, and 10 column listing capacities

**Clary Corporation**  
**San Gabriel, Calif.**

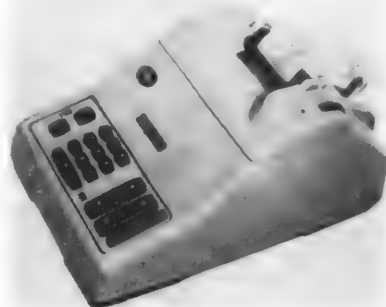
**Model:** Clary 169 (electric)  
**Features:** Full size; heavy duty; "all the features of modern adding-sub-



tracting-multiplying machines"  
**Price:** \$169.50 (less 25% educational discount) (rental up to nine months applicable to purchase price)  
**Introduced:** 1958  
**Teaching aids:** List available

**Facit Incorporated**  
**404 Park Avenue South**  
**New York 16, N.Y.**

**Model:** Odhner XX11C-8



**Features:** Automatic step-over multiplication; live correction, non-add keys  
**Introduced:** 1959  
**List price:** \$385  
**Other models:** X11C-8 (without multiplication row, \$320); other models with smaller capacity; manual

**Friden, Inc.**  
**San Leandro, Calif.**

**Model:** Friden ACY (electric)  
**Features:** "Natural Way" keyboard; L-shaped zero bar; window shows figures entered before printing; wide



platen; automatic step-over; credit balance; clear signal  
**Introduced:** 1959  
**List price:** \$369  
**Teaching aids:** Operation booklet; wall chart; student certificates

**Lanston Monotype Co.**  
**Office Machine Division**  
**24 & Locust Street**  
**Philadelphia, Pa.**

**Model:** Barrett 913E (electric)  
**Features:** Direct subtraction; visible dials; printed tape; automatic shift and multiply key



**Introduced:** 1959  
**Price:** \$239  
**Other models:** Barrett 912 (manual, \$165)

## ADDING MACHINES— Ten-Key (continued)

**Marchant Division**  
**Smith-Corona Marchant Inc.**  
6701 San Pablo Avenue  
Oakland 8, Calif.

**14**

**Model:** Marchant A-11 (electric)  
**Features:** Capacity 10-11; light weight; automatic total, sub-total,

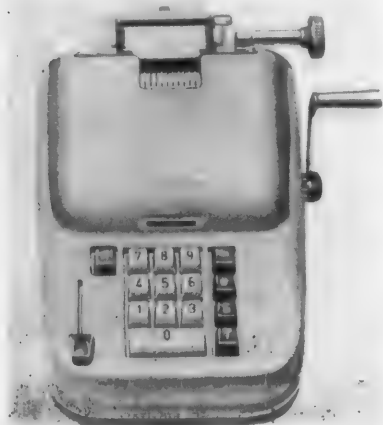


credit balance; live subtraction key; back space key; listed figures print black, all answers red  
**Introduced:** 1957  
**List price:** \$342

**Monroe Calculating Machine Co., Inc.**  
555 Mitchell Street  
Orange, N.J.

**15**

**Model:** Monroe Little Giant 811H14 (manual)  
**Features:** Capacity 8-9; direct subtraction; automatic credit balance; non-add, sub-total, total, and repeat keys; interlock prevents two keys being depressed at once; subtract items and credit balance print red; size 8 by 11



inches; weight 14 pounds

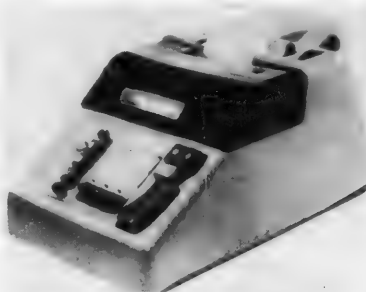
**List price:** \$149.50

**Other models:** Other manual, electric, grand total, wide tabulating carriage, and shuttle action models with various capacities; automatic multiplier  
**Teaching aids:** 10-lesson office practice course; wall chart

**Olivetti Corp. of America**  
375 Park Avenue  
New York 22, N.Y.

**16**

**Model:** Olivetti Electrosumma 22  
**Features:** Capacity 12-13; 200 cycles a minute; automatic credit balance;



automatic date keys; live non-add, clear, and back space keys; non-print key

**Price:** \$285

**Other models:** Multisumma 22 (automatic positive and negative multiplication, \$348)

**Remington Rand Division**  
**Sperry Rand Corporation**  
315 Park Avenue South  
New York 10, N.Y.

**17**

**Model:** Remington Rand 3 (electric)  
**Features:** completely electrified keyboard; automatic total and subtotal; automatic credit balance; easy paper change  
**Other models:** DX-94 (automatic division)



## BOOKKEEPING MACHINES

**Burroughs Corporation**  
Detroit 32, Michigan

**18**

**Model:** Burroughs 9 10 101 for Schools  
**Features:** Adds, subtracts, multiplies, lists, tabulates, summarizes, prints



dates; for use in familiarization or practice courses

**List price:** from \$510

**Other models:** line of standard accounting machines

**Teaching aids:** Adding-bookkeeping machine practice course

**Monroe Calculating Machine Co., Inc.**  
555 Mitchell Street  
Orange, N.J.

**19**

**Model:** Monroe President 145B100  
**Features:** Carriage position controls; automatic register action; automatic



dating; skip and balance bar; red print of credit balances; tabulator bar for multiple programming

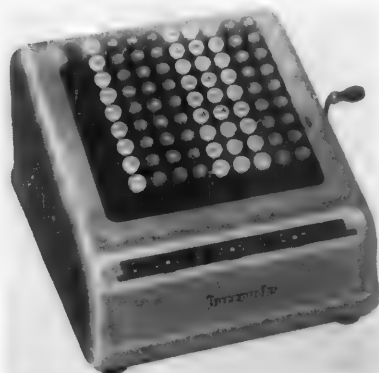
**Teaching aids:** wall charts; other aids

## CALCULATORS

### KEY-DRIVEN CALCULATORS

**Burroughs Corporation**  
Detroit 32, Mich.

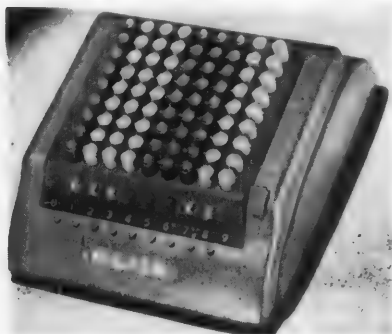
*Model:* Burroughs C101 (manual)  
*Features:* Small; economical



*List price:* from \$175  
*Other models:* Simplex and duplex in manual and electric

**Control Systems, Inc.**  
5 Beekman Street  
New York 38, N.Y.

*Model:* Plus Calculator 909M/a (manual)  
*Features:* Standard size; large answer dials; decimal pointers; keylock device; cast aluminum case; automatic lubrication system  
*Introduced:* 1956  
*List price:* \$475  
*Other models:* Plus Adder 506 (addition only, \$135); Plus Simplex 909-ES(b) (electric, \$550); Plus Duplex 909ED(b) (electric, \$780)  
*Teaching aids:* Full school course

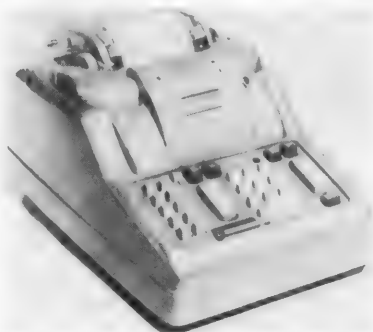


20

### PRINTING CALCULATORS

**Addo-x, Inc.**  
300 Park Avenue  
New York 22, N.Y.

*Model:* Addo-x 3541E (electric)  
*Features:* automatic subtract-multiplication; movable decimal indicator;



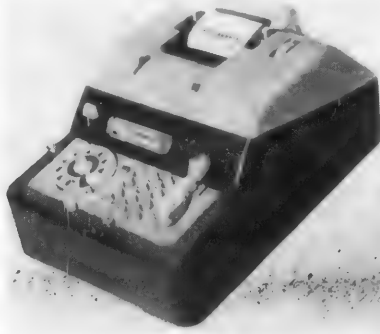
separate multiplication keyboard; negative multiplication; "constant feature"  
*Introduced:* 1959  
*List price:* \$595 (incl. Fed. tax)  
*Teaching aids:* Instruction booklets and manuals

22

**Alma Office Machine Corp.**  
349 Broadway  
New York 13, N.Y.

*Model:* Everest M4 (electric)  
*Features:* Automatic division and multiplication; credit balance; capacity 11-11; multiplication by telephone-like dial; number multiplied left to right; division on one keyboard; all factors print; 10-year parts guarantee  
*Introduced:* May, 1959  
*Price:* approximately \$475  
*Other models:* Everest Multarapid (same as M4 but without automatic division, \$369)  
*Teaching aids:* Instruction book, applications book

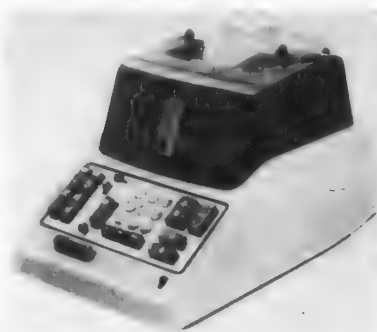
23



**Olivetti Corp. of America**  
375 Park Avenue  
New York 22, N.Y.

24

*Model:* Divisumma 24 (electric)  
*Features:* Automatic constant; automatic positive and negative short-cut



multiplication; automatic division; automatic product re-entry  
*List price:* \$675  
*Other models:* Tetractys (similar to Divisumma 24 but with two registers, \$875)

**Remington Rand Division**  
Sperry Rand Corporation  
315 Park Avenue South  
New York 10, N.Y.

25

*Model:* Remington Rand 99 (electric)  
*Features:* only essential symbols print;



automatic multiplication, division, addition, subtraction; accumulative and constant multiplication; control key

**Victor Adding Machine Co.**  
3900 North Rockwell Street  
Chicago 18, Ill.

26

*Model:* Victor Automatic Calculator (75-85-54)  
*Features:* Automatic division, multiplication; total transfer; constant divi-

## CALCULATORS— Printing (continued)

sion and multiplication; credit balance  
**Model:** Victor  
**Introduced:** November, 1959  
**List price:** \$635

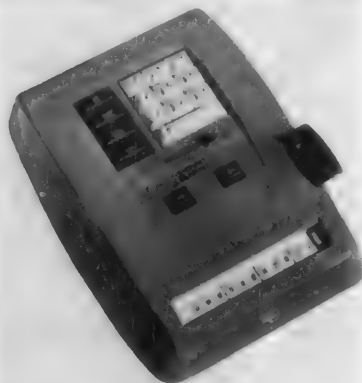


**Other models:** Victor Multo-O-Matic Calculator  
**Teaching aids:** Handbook including charts, instructions, applications

## ROTARY CALCULATORS

**Bohn Duplicator Co.**  
444 Park Avenue South  
New York 16, N.Y.

**Model:** Bohn Contex Calculator (manual)  
**Features:** 10-key manual calculator; actuating bar similar to electric mo-



tor bar; capacity 10-11; automatic step-over for multiplication and division; weight 6 pounds; size 10 by 7 by 3½ inches  
**List price:** \$125

**Facit Incorporated**  
404 Park Avenue South  
New York 16, N.Y.

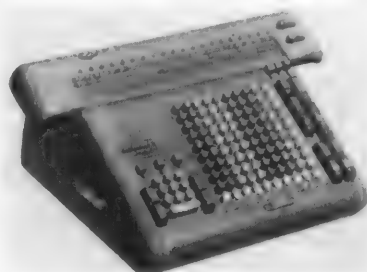
**Model:** Facit CA1-13 (electric)  
**Features:** Ten-key; capacity 8-9-13; automatic



**List price:** \$525  
**Other models:** CS1-13 (electric); CE1-13 (electric); C1-13 (manual); C1-19 (manual); prices from \$185

**Friden, Inc.**  
San Leandro, Calif.

**Model:** Friden STW  
**Features:** Automatic multiplication, division, decimals, carriage position-



ing, and clearance; split dial clearance; dial locks; keyboard and column locks

**Introduced:** 1949  
**List price:** \$820 (8 bank keyboard); \$880 (10 bank keyboard)  
**Other models:** SRW (automatic square root); SBT (chain multiplication); SW (semi-automatic division); CW (semi-automatic multiplication); DW (semi-automatic division and multiplication)  
**Teaching aids:** Manual with practice problems; wall chart; teacher's guide; student tests and certificate

**Marchant Division**  
Smith-Corona Marchant Inc.  
6701 San Pablo Avenue  
Oakland 8, Calif.

**Model:** Marchant Transflo (TR10FA)

**Features:** Capacity 10-11-20; back transfer mechanism; transfers, stores, and recalls products, totals, etc.  
**Introduced:** 1959  
**List price:** \$945

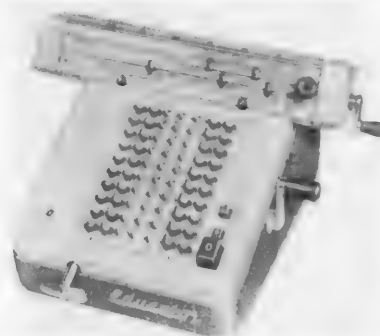


**Other models:** Deci.Magic (automatic decimals); Tenkeymatic; Figuremaster; Figurematic  
**Teaching aids:** School manual; teacher's guide; wall chart; tables

**Monroe Calculating Machine Co., Inc.**  
555 Mitchell Street  
Orange, N.J.

**Model:** Monroe Educator LN-140E (manual)

**Features:** Capacity 7-7-14; standard keyboard; same general features of



standard models but manual and with slightly smaller capacity

**List price:** \$195 (sold only to schools); special program for battery installation

**Other models:** Monroe standard models in manual, electric, fully automatic, and duplex

**Teaching aids:** 30-lesson office practice course; wall charts; other aids

**FOR MORE DETAILS** on products or teaching aids, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address: for advertising key numbers, see Index of Advertisers on page 64.



## POSTURE CHAIRS

**Ajusto Equipment Company**  
515 Conneaut Street  
Bowling Green, Ohio

**Model:** CPC-1520 Ajustrite

**Features:** Plywood seat and backrest; horizontal and vertical backrest ad-

31



justment of 5 inches; seat height adjustment from 15 to 20 inches; 20-inch cast iron base; height adjusted by lifting seat

**List price:** \$24

**Other models:** Also available with tubular base, solid saddle seat

**Teaching aids:** Posture posters

**All-Steel Equipment Inc.**  
Aurora, Ill.

**Model:** ASE 940

**Features:** Four adjustments; foam

32



rubber cushion and back; choice of finish and fabric

**Price:** approximately \$50

**Art Metal, Inc.**  
50 West 44 Street  
New York 36, N.Y.

**Model:** 709A

**Features:** Hand-set adjustments: back

33



support angle, back support height, back tension, seat height; seat and back of contoured steel with foam latex covering

**BEVCO-Precision Manufacturing Co.**  
831 Chicago Avenue  
Evanston, Ill.

**Model:** PS-31

**Features:** 5 adjustments; cut-thread adjusting screw; webbing upholstery;

34



seat size 18 by 15½ inches; back size 14½ by 12 inches; chrome or lacquer frame finish

**Introduced:** 1955

**Other models:** PS-33 (controlled spring tension back rest)

**Desks of America, Inc.**  
P. O. Box 6185  
Bridgeport 6, Conn.

**Model:** 47

**Features:** Plastic seat and back; tubular steel base; three-way adjustment;

35



concealed mechanism; rubber casters  
**Introduced:** 1959

**Other models:** Upholstered seats and backs; plywood seats and backs

**Garrett Tubular Products, Inc.**  
Garrett, Ind.

**Model:** P-1521

(cont. on next page)

36



# NEW

## 3-WAY ADJUSTABLE CHAIR

**SOLID PLASTIC SEAT AND BACK**—Engineered for individual fit, perfect typing posture and comfort. Back assembly adjusts in or out—up or down. Seat height adjustment from 15" to 22". Contour shaped seats and backs in choice of decorator colors. Exceptionally sturdy construction. Write for full particulars and 10-day FREE TRIAL.



**DESKS OF AMERICA Inc.**

## POSTURE CHAIRS

(continued)

**Features:** Adjusts from 15 to 21 inches; steel tubing base; molded plywood seat; steel back; rubber cushion glides; plywood back and casters optional

**Introduced:** October, 1956

**Other models:** PC-1521 (same as P-1521 but with cast iron base); PL-1521 (same as P-1521 but with plastic seat and back)

General Fireproofing Company  
Youngstown 1, Ohio

37

**Model:** Goodform 3143

**Features:** Anodized aluminum; five adjustment points; foam rubber



cushioned seat; perpendicular caster sockets

**Introduced:** March, 1958

**Price:** \$78.50

**Other models:** Five other adjustable chairs in "300" line; "200" line with 24 adjustable and side chair models

## Commercial Classroom Furniture

that raises Teaching and Learning Efficiency!



The 9610 offers posture-correct comfort to keep students alert and receptive. Full, roomy birch swivel seats are properly contoured—adjust and safely lock to heights desired in seconds—position all students at correct typing height. Construction is rugged for long, maintenance-free service. And all parts are non-removable and tamperproof so they can't get "lost".

The 6100 Typewriter Table is designed and constructed to provide a permanently stable surface for accurate and vibration-free typing. This table features an all-steel base, large plastic or wood top, ample book and purse rack and spacious leg room.

We'll gladly send you current literature on these and other fine-quality Toledo products. Just mail the coupon.

THE TOLEDO METAL FURNITURE COMPANY  
5000 South Hastings Street • Toledo 7, Ohio

Please send descriptive folders on TOLEDO Commercial Classroom Furniture.

☐ #9610 Adjustable Posture Chair ☐ #6100 Typewriter Desk

NAME \_\_\_\_\_

POSITION \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_



THE  
**TOLEDO**  
METAL FURNITURE COMPANY  
Toledo 7, Ohio

Globe-Wernicke Co.  
Norwood  
Cincinnati 12, Ohio

38

**Model:** Fine-Rest Sp-550



**Features:** Five adjustments; foam rubber and spring seat; ball bearing casters; balance swivel mechanism.

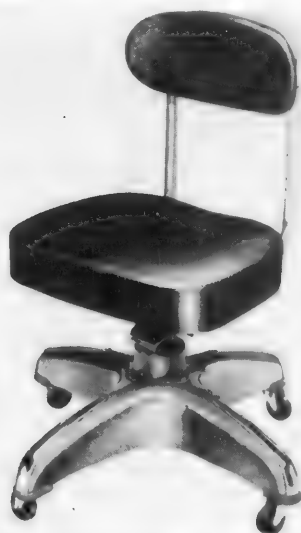
**Other models:** Available with DuPont Fabrilite, Bedford Cord, Gros Point, and leather upholstery.

**Hamilton Cosco, Inc.**  
2525 State Street  
Columbus, Ind.

**39**

**Model:** Cosco 15F

**Features:** Seat height adjustment from 17½ to 21 inches; seat depth adjustment from 14½ to 16 inches; padded fixed back; saddle shaped back vertical span 3¾ inches; metal seat pan with 1-inch foam rubber



**Price:** approximately \$30

**Other models:** 15S (same as 15F but with spring tension back); 25S (square tubing and additional foam rubber)

**Harter Corporation**  
Prairie Avenue  
Sturgis, Mich.

**40**

**Model:** 115

**Features:** Foam rubber seat cushion and back rest; three handwheel con-



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about any product or service  
listed in this issue . . .**

1. Locate the key number of the editorial item (bold-face number following manufacturer's name and address) or advertisement (number preceding manufacturer's name in index of advertisers) and place it in the box at the upper right corner of any coupon on the reverse side of this page.
2. Indicate the specific information you desire by checking the appropriate box.
3. Print your name and address on the coupon and mail it to us.

The above information **must** be on every coupon returned to us for further processing. When sending a single coupon, paste it on a post card; when returning more than one, enclose coupons in an envelope. All coupons should be addressed to:

READER SERVICE DEPARTMENT  
BUSINESS EDUCATION WORLD  
330 West 42 Street  
New York 36, N. Y.

Coupons in this issue are valid only until January 1, 1961.

## POSTURE CHAIRS

(continued)

trols; 2-inch casters with rubber tread; steel construction

*Price:* \$46 to \$60 depending on upholstery

*Other models:* Posture chairs from \$30 to \$275

*Teaching aids:* Posture booklets

**Royal Metal Manufacturing Co.  
1 Park Avenue  
New York 16, N.Y.**

**41**

*Model:* 1750



*Features:* Saddle-shaped birchwood seat and back; welded steel frame; 4-way adjustable back; glides

**Sturgis Posture Chair Co.  
154 East Erie Street  
Chicago 11, Ill.**

**42**

*Model:* 30

*Features:* Tubular steel base; swivel;



BUSINESS EDUCATION WORLD



molded fiber glass shell; washable; adjustable seat height  
List price: \$35

**Toledo Metal Furniture Co.**  
700 South Hastings Street  
Toledo 7, Ohio

Model: 9610

Features: easy seat-height adjustment; birch plywood seat; adjustable back-



rest; tamperproof parts; ball and socket swivel glides, casters optional  
Introduced: Fall, 1957

## COPYHOLDERS

**Bankers Box Company**  
2607 North 25 Avenue  
Franklin Park, Ill.

Model: Liberty 76

Features: One-piece sheet steel; holds

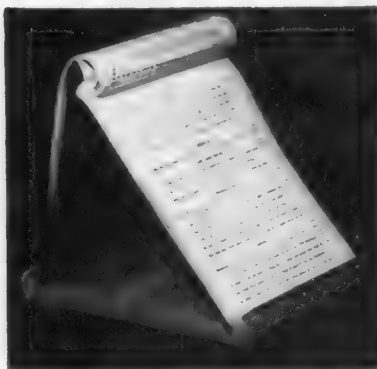


notebooks, steno books, and single sheets; 7 by 9 1/2 inches with 5-inch base

List price: \$1.35

**Clear-View Company**  
2227 Fern Street  
San Diego 4, Calif.

Model: Clear-View Copybook Holder  
Features: Holds all top-bound books; size 8 by 11 by 1 inches; plastic construction; grooves for pens or pencils  
Price: \$2 each; 1-4 dozen, \$1.75 each; 4-8 dozen, \$1.60 each; over 8 dozen, \$1.50 each



**Franklin Table Company**  
116 North Fourth Street  
Louisville 2, Ky.

Model: Flick A Line

Features: 8 1/4 by 14 inch panel in slotted wood base; reversible for right



or left, high or low position; finger rolls rubber wheel for line spacing  
List price: \$6.50

**R. Funk & Co., Inc.**  
Edison Road  
Furlong, Pa.

Model: Cop-e-Eez

(continued on next page)

# AJUSTRITE CHAIRS AND STOOLS



- Proper classroom posture
- No soiled hands when adjusting seat
- Child can adjust seat—it's so simple

## AJUSTRITE TYPING CHAIRS

Model TSC-1520 Typing Chair and Model 2228 Table  
Adjust the chair, not the table, and save on your original investment. Saddle shaped hardwood seat adjusts from 16" to 21". Form fitting backrest (metal or plywood) has vertical and horizontal adjustments of 5".

### Model CPC-1520 Typing Chair

Form fitting plywood seat adjusts from 15" to 20". Form fitting plywood backrest adjusts 5" vertically and horizontally.

**FREE TRIAL** Use an AJUSTRITE chair and table for 30 days without obligation. Prove to yourself the many advantages AJUSTRITE offers in comfort, utility and economy. Write today—we'll do the rest.

### 10 YEAR GUARANTEE

32 Models for Factories • Schools • Laboratories • Hospitals • Offices



**AJUSTO EQUIPMENT CO.**  
515 CONNEAUT ST. BOWLING GREEN, OHIO

# ALL METAL COPYHOLDER THAT CAN'T BREAK

FOR ONLY \$1.35



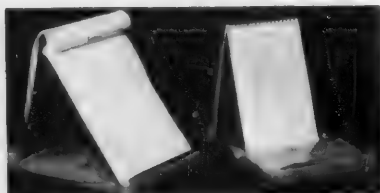
**Liberty COPYHOLDER**

Rugged is the word for this easy-to-use copy prop. It can't break down — no gadgets. Assures correct sight-level for accurate typing of all copy work. Used in high schools, business colleges, by typists in every kind of business. Secretaries love it!

Three attractive pastel shades — desert tan, sea foam green, steel gray. Available at stationery stores or send us \$1.35, we pay postage.

**BANKERS BOX CO., Dept. BEW4**  
2607 North 25th Ave. • Franklin Park, Ill.

## UP GOES EFFICIENCY in classroom or office!



### CLEAR-VIEW COPYBOOK HOLDER holds all sizes and types of top-bound books

- ✓ Relieves eye strain, tension; promotes accuracy, speed
- ✓ 8" x 11" x 1" size: fits all desks, provides for easy storage
- ✓ Two convenient grooves for pens or pencils
- ✓ Will not "walk" off desk
- ✓ Attractive colors (green, bronze, ivory, metallic gray, pastel yellow)
- ✓ Smooth surfaces provide easy cleaning and harmonious appearance
- ✓ Constructed of long-lasting, reinforced high-impact polystyrene plastic

#### PRICES

1-11 Copybook Holders	\$2.00 each
12-48 Copybook Holders	1.75 each
49-96 Copybook Holders	1.60 each
97 and more	1.50 each

Prices F.O.B. San Diego, California

#### CLEAR-VIEW COMPANY

Dept. B, 2227 Fern St., San Diego 4, Calif.

## COPY HOLDERS

(continued)

*Features:* Typewriter-like space bar moves line indicator; adjustable board angle; single or double spacing; line indicator extendable to 17 inches



*Introduced:* 1949

*List price:* \$17.67 (incl. Fed. tax)

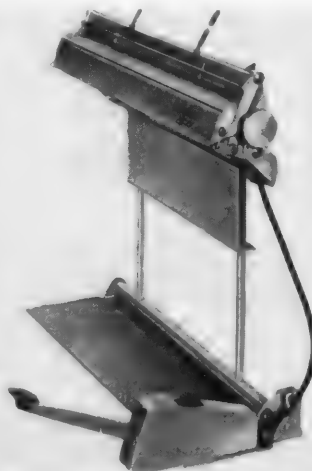
*Other models:* Cop-e-Ett (non-automatic line indicator)

**Remington Rand Division  
Sperry Rand Corporation  
315 Park Avenue South  
New York 10, N.Y.**

48

*Model:* Remington Foldamatic Line-a-time

*Features:* Folds over typewriter when not in use; variable height adjustment;



continuously variable space setting; tinted, transparent line guide with elite and pica scales; holds steno book or single sheets

*School price:* \$52, 16-inch carriage; \$58, 25-inch carriage

## DESKS & TABLES

### BOOKKEEPING DESKS

**Desks of America, Inc.  
P.O. Box 6185  
Bridgeport 6, Conn.**

49

*Model:* 23531

*Features:* 36 by 20 inch top; plastic



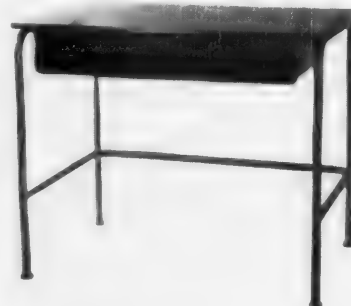
top; bookshelf; slide shelf; tote tray  
*Introduced:* 1960

**Garrett Tubular Products, Inc.  
Garrett, Ind.**

50

*Model:* 930

*Features:* 24 by 36 by 30 inches; plastic top; welded stand; rubber levelizer



glides; open compartment 32 by 14 by 4 inches

*Introduced:* October, 1958

**Royal Metal Manufacturing Co.  
1 Park Avenue  
New York 16, N.Y.**

51

*Model:* 1740

BUSINESS EDUCATION WORLD



Features: Birchwood or FibeResin top; storage cabinets; welded metal frame; non-slip glides

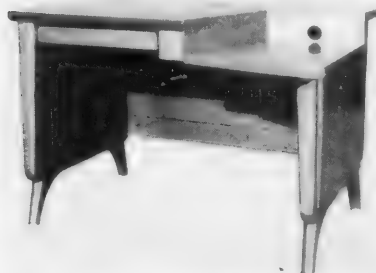
## MACHINES DESKS

All-Steel Equipment Inc.  
Aurora, Ill.

52

Model: 6351

Features: Top 45 by 30 inches; left or right platform; choice of finish and top covering



Price: approximately \$165

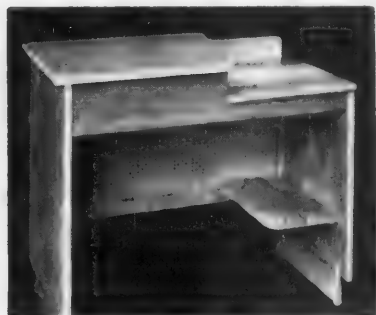
Other models: 6360 (60 by 30 inches); 6354 (55 by 30 inches)

Desks of America, Inc.  
P.O. Box 6185  
Bridgeport 6, Conn.

53

Model: 720

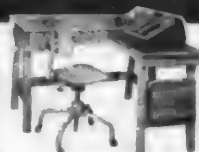
Features: Birch construction; plastic



top 36 by 20 inches; rigid; permanent set-up construction  
Introduced: 1960  
Other models: Flat-top desks; modular desks with interchangeable machine mounts

FOR MORE DETAILS on products or teaching aids, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address; for advertising key numbers, see Index of Advertisers on page 64.

## FUNCTIONAL EXAMPLES OF STURDY EFFICIENCY-FULL ECONOMY



The heavier weight, better balance, and sturdier construction of this leading plastic-topped desk is praised by commercial teachers everywhere.

Remember — no desk material absorbs typing sound and vibration better than wood! Write for free catalog.

The complete line of school furniture.

**DESKS OF AMERICA Inc.**  
Bridgeport 6, Connecticut

Newest

addition to the famous

**Profession-L**

Laboratory Furniture

THE  
*Cramer*  
TYPEWRITER  
DESK

Functional design increases student efficiency, simulates actual office conditions. Spacious typing platform holds largest, heaviest machine safely.

- Typing platform adjusts from 25" to 29"
- "Knee-ease" frame design for easy access.
- Minimum noise and vibration, will not "walk".
- Heavy-duty maintenance-free construction.
- Choice of three materials for tops:

- Lama-Tex
- Tensil-Tex
- Tensil-Ply



Model T-1836-29-4L

Write for complete details

*Cramer* POSTURE CHAIR CO.

625 Adams Kansas City 5, Kans.

## DESKS & TABLES (continued)

### TYPEWRITER DESKS & TABLES

**Ajusto Equipment Company**  
515 Conneaut Street  
Bowling Green, Ohio

**Model:** 2830 Ajustrite "L"  
**Features:** Welded tubular steel frame;  
typewriter section 19 by 18 by 28



inches; desk section 14 by 18 by 29½ inches

**Introduced:** 1956

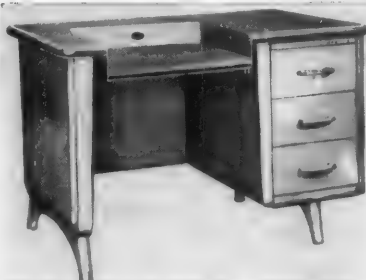
**List price:** \$56.25 (Vibrex top);  
\$65.50 (FibreResin top)

**Other models:** small typewriting table;  
instructor's table

54

**All-Steel Equipment Inc.**  
Aurora, Ill.

**Model:** ASE 6306  
**Features:** Mar-proof molding; three  
drawers, with stationery rack; top 45  
by 30 inches; well 20 by 19¼ inches



**Price:** approximately \$200  
**Other models:** No. 6300 (double pedestal, 60 by 30 inches); No. 6303 (55 by 30 inches)

**Art Metal, Inc.**  
50 West 44 Street  
New York 36, N.Y.

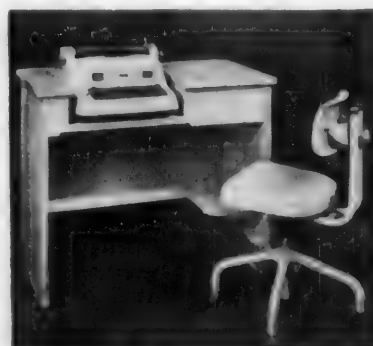
**Model:** A1555TF  
**Features:** Double pedestal; fixed bed;



size 55 by 30 by 29 inches; six drawers; sliding shelves  
**Other models:** line includes many types of desks

**Desks of America, Inc.**  
Bridgeport 6, Conn.

**Model:** 700-Adjustable



**Features:** Birch construction; plastic top; utility drawer or tote tray; size 36 by 20 by 30; weight 85 pounds  
**Introduced:** 1959  
**Other models:** with stationary or automatic typing platforms; drophead typing desks; typing tables; modular desks

**Garrett Tubular Products, Inc.**  
Garrett, Ind.

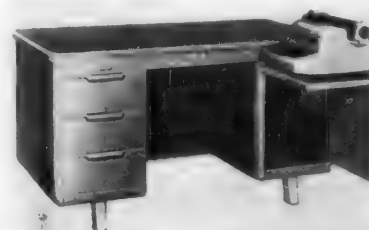
**Model:** 2100A Business Trainer  
**Features:** Multiple student units; machine platform adjustable from 26 to



30 inches; 20 by 48 inch work area; plastic top; book compartment  
**Other models:** 3100A (similar to 2100A but with two machine platforms); 2100M and 3100M (platform slides manually in any one of five positions); 2006A (adjustable platform, not L-shaped); 2008A; 1830A

**General Fireproofing Company**  
Youngstown 1, Ohio

**Model:** Generalaire 1960FTR  
**Features:** Fold-away platform; unit construction; four leg design; rubber cushioned drawer stops; interchangeable



able drawers; punchouts for concealed wiring; adjustable 29 or 30½ inch desk height

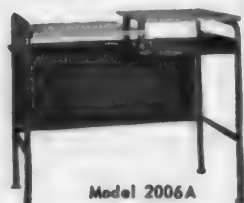
**Introduced:** May, 1954

**Price:** approximately \$250

**Other models:** 1960FCR (balanced elevating mechanism); 1960TFB (fixed bed desk); and others

(Continued on page 35)

"HERBY"  
of HARCO says:  
"For Correct  
Posture, Adjust  
the Stand  
AND  
the Chair-



Model 2006A

**WITH MATCHED  
EQUIPMENT BY HARCO"**  
Adjustable typing and bookkeeping stands offer perfect posture when used with Harco adjustable "Lift-Lok" chairs.

manufacturers of  
Adj. Typing Stands - Business  
Machine Stands - Bookkeeping  
Stands - "Lift-Lok" Chairs &  
Stools - L-Shaped "Business  
Trainers".

Write, Wire or Call for FREE  
30 day trial and details.

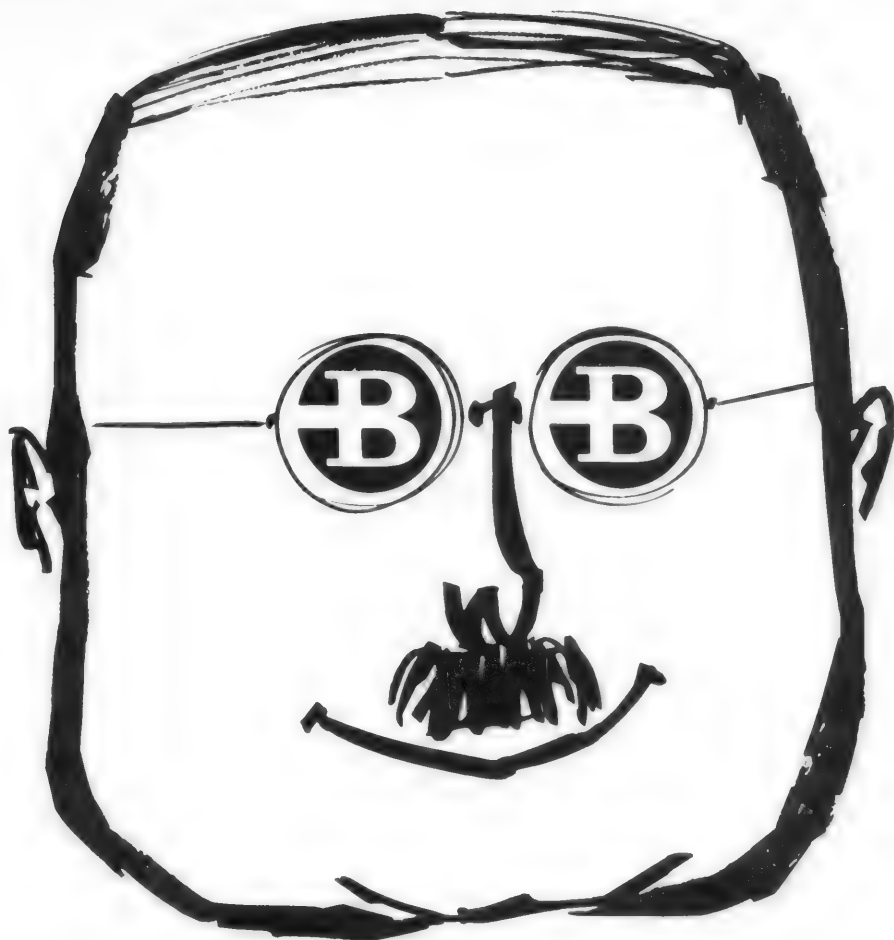


Over 25 models of completely adjustable chairs and stools. Full 7" height adjustment. Write for catalog and price list of complete line

**GARRETT TUBULAR PRODUCTS, INC.**

P. O. BOX 237 DEPT. BEV GARRETT, INDIANA





## AN EYE FOR QUALITY

*(or why so many Burroughs equipped bosses are looking for Burroughs machine trained operators)*

The ever increasing demands for Burroughs equipment assures your students of going from graduation to good jobs fast when you train them on Burroughs machines!

- Your graduates will almost always encounter Burroughs machines on the job (business buys them by the thousands!). So Burroughs operators have the law of averages working for them when job-time comes.
- The operator who has the best chance to cash in on the increased trend toward office automation is the one who's familiar with its principles and its tools—and training on Burroughs equipment gives your students valuable basic knowledge on both scores.
- Burroughs machines themselves are uncomplicated and highly automatic, so learning proceeds with ease, speed and thoroughness.
- With Burroughs machines, you have fast, economical Burroughs maintenance no matter where you happen to be.

For full details, call your nearby Burroughs office, or write to Burroughs Corporation, Detroit 32, Michigan.

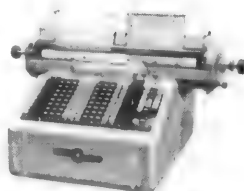
Burroughs and Sensimatic—TMs



*Calculator—develops skill and accuracy in volume figuring.*



*Full Key Adding Machine—quick with results, quiet in the classroom.*



*Sensimatic Accounting Machine—with materials for practice posting.*



*Ten Key Adding Machine—smooth, easy operation reduces operator strain.*



**Burroughs Corporation**

*"NEW DIMENSIONS/in electronics and data processing systems"*



## **The new IBM Electric: Don't be swayed by its beauty**

Frankly, the new IBM Electric was styled to catch your eye and grace your classroom. However, there are even sounder reasons to choose this fine typewriter. Look beyond its looks, and you will discover the most perfectly engineered product of its kind.

### **MADE TO LAST**

At IBM, every conceivable quality test is employed to make sure that the IBM Electric will give you years of satisfactory service with a minimum of "down-time." In one interesting experiment, a number of IBM typewriters were connected to robot units and subjected to an intense endurance run. Operating at high speeds—night and day—each typewriter typed 56,000,000 characters in 138,750 tightly packed paragraphs on almost nine miles of paper. This is equivalent to 5 years of normal office use—yet the typewriters showed remarkably little wear.

The perfect teaching typewriter, the IBM Electric offers many features to help the student raise his standard of performance. For example, the responsive "Buoyant Keyboard" lets him adjust key pressure to his individual "touch," thereby reducing finger fatigue and helping him develop increased confidence and skill.

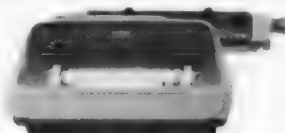
### **CUT CLASSROOM CLATTER**

Even the sound of the IBM Electric is right. Working with sensitive recording instruments, IBM engineers have filtered out all harsh noises while preserving the low, smooth sound needed to maintain typing rhythm.

Service, too, is an important part of the IBM Electric story. IBM Customer Engineers are trained in every function of this precision instrument. They'll keep your IBM Electrics working at their very best for years.

Why not have our local representative show you the IBM Electric and tell you about the facilities of IBM's Educational Services Department. We feel sure your school will want to take advantage of the experience and the exceptional services that have made IBM the leader in the electric typewriter industry.

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*Its beauty is just a bonus*

Train  
them...

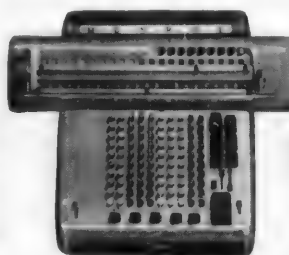
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machines  
they'll use  
in business

You give your students a head start when you train them on the Monroe Machines they'll use in business. And Monroe Machines *are* the choice of business. Everywhere you go, in any business community, you'll find Monroe Calculators, Adding Machines, Accounting Machines and Data Processing Machines at work. That's because smart managements know that Monroe simplicity, speed, dependability, pay off in profits.

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## DESKS & TABLES—

### Typewriter (continued)

**Jasper Table Co., Inc.**  
P. O. Box 246  
Jasper, Ind.

60

**Model:** TA 234 Adjust-A-Desk  
**Features:** Counterbalanced, spring type device to adjust typing height from 26 to 30 inches; platform size 17½ by 15½ inches  
**List price:** \$68  
**Other models:** TA 134 Adjust-A-Table (\$60); TA 134H Type-Right Table (\$64); TA 234H Type-Right Desk (\$72)

**Meilink Steel Safe Co.**  
1672 Oakwood Street  
Toledo 6, Ohio

61

**Model:** Hercules DeLuxe 17  
**Features:** Casters can be raised or lowered by table-height lever; each

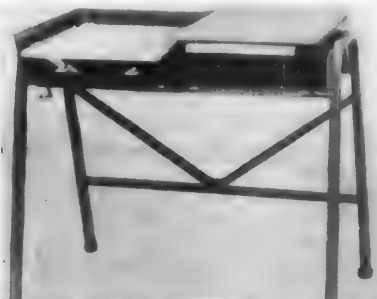


leg adjustable for uneven floors; top size 18 by 18 inches; wing size 9 by 18 inches; height 27¼ inches.  
**List price:** \$44.25  
**Other models:** single and double wing tables; single and double pedestal desks with and without drawers, etc.

**Royal Metal Manufacturing Co.**  
1 Park Avenue  
New York 16, N.Y.

62

**Model:** 1700  
**Features:** Adjustable height; welded



metal frame; rubber glides; pull-out tray; detachable bookshelf; right or left handed available

**Smith System Manufacturing Co.**  
212 Ontario Street, S.E.  
Minneapolis 14, Minn.

63

**Model:** 600-601 TAW  
**Features:** Combination typing and flat



top desk; size 38 by 26 by 30 inches; available with or without book box  
**Other models:** Combination type-

writer commercial desks with adjustable platforms

**Toledo Metal Furniture Co.**  
700 South Hastings Street  
Toledo 7, Ohio

64

**Model:** 6100  
**Features:** Vibration free; for manual or electric typewriters; size 32 by 20 by 28 inches; book rack  
**Introduced:** Fall, 1958  
**Other models:** various sizes and heights



TA 234

A counterbalanced spring type mechanism allows fast, accurate height adjustments of typing surface from 26" to 30" in ½" adjustments. Also available as an alternate adjusting device is the Hammond "Type-Right" mechanism. Typing platform is 17½" wide x 15½" deep, will accommodate all typewriters,

JASPER TABLE CO., JASPER, INDIANA

aid to  
typing  
efficiency  
in the  
classroom!

**ADJUST-A-DESK**

with  
adjustable  
typing platform

- IMPROVES POSTURE
- REDUCES EYE STRAIN
- CUTS TYPING FATIGUE

Please send more information on Jasper Table Typewriter Adjust-a-Desks.

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School \_\_\_\_\_  
Address \_\_\_\_\_

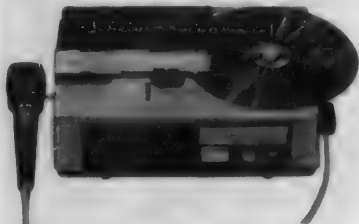
**RETURN THIS COUPON  
FOR  
COMPLETE INFORMATION**

## DICTATING MACHINES

**American Dictating Machine Co., Inc.**  
51 West 45 Street  
New York 36, N.Y.

65

**Model:** Rex-Recorder TN-5  
**Features:** Dictating and transcribing; reusable magnetic disk; microphone

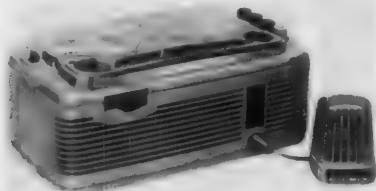


dictating controls; built-in loudspeaker  
**List price:** \$295 (for dictating or transcribing); transcribing kit for two-way use \$35 additional

**American Geloso Electronics, Inc.**  
251 Park Avenue South  
New York 10, N.Y.

66

**Model:** Geloso StenOtape G-256/60  
**Features:** Weight 6½ pounds; size 4 by 5½ by 10 inches; 2 hour record-



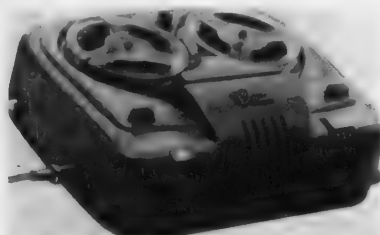
ing capacity; built-in speaker; accessories available

**Introduced:** June, 1959  
**List price:** \$179.95 (incl. Fed. tax)  
**Other Models:** StenOtape G-255/SP (two speeds)

**Cole Steel Office Machines, Inc.**  
415 Madison Avenue  
New York 17, N.Y.

67

**Model:** Cole Dictater



**Features:** Dictating and transcribing; dual recording track; 2 hour capacity; tape timer; automatic shut-off; built-in speaker

**Introduced:** 1959

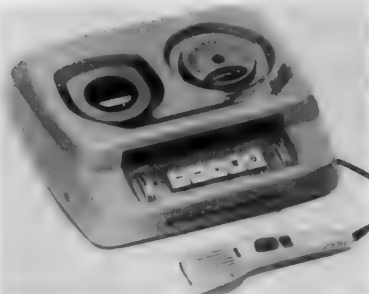
**List price:** \$220

**Other models:** Transcribing set (\$185)

**DeJur-Amsco Corp.**  
45-01 Northern Boulevard  
Long Island City 1, N.Y.

68

**Model:** DeJur-Grundig Stenorette-T  
**Features:** Dictating and transcribing machine; magnetic tape; push button controls; dictating controls on microphone; foot pedal or fingertip transcription controls; volume and tone



controls; automatic volume control  
**Introduced:** June, 1959

**List price:** \$199.50

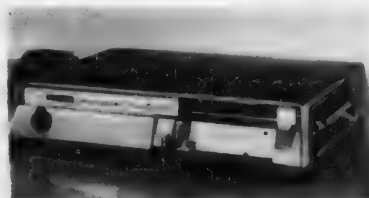
**Other models:** DeJur-Grundig Stenorette Companion (portable transistor dictating machine)

**Teaching aids:** Brief course with practice tape; "Timed Typing"; "Office Style Dictation"

**Dictaphone Corporation**  
730 Third Avenue  
New York 17, N.Y.

69

**Model:** Dictaphone Time-Master  
**Features:** Light weight; transistorized; all controls on microphone; visible re-



cording; separate transcribing machine with speed, volume, and tone controls

**Other models:** Dictaphone Electronic Classroom (central recording machine with multiple listening devices); Dictaphone Telecord System (network dictation by telephone)

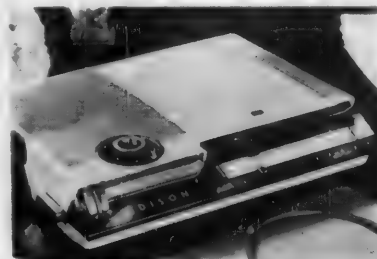
**Teaching aids:** Secretarial practice

course with text and pre-recorded Dictabelt records; one unit of the course, including machine, text, and teacher's aids available on a rental-at-cost basis

**Edison Voicewriter Division**  
Thomas A. Edison Industries  
McGraw-Edison Company  
51 Lakeside Avenue  
West Orange, N.J.

70

**Model:** Edison Voicewriter Secretarial ME-T  
**Features:** Easy disc insertion; illumi-



nated index panel; foot pedal or finger control; adjustable listening device; volume, tone, and speed controls  
**Introduced:** January, 1959

**List price:** \$360

**Teaching aids:** Instruction course including student and teacher's manuals; training discs; student test; certificate

**Gray Manufacturing Co.**  
16 Arbor Street  
Hartford 1, Conn.

71

**Model:** Gray Key-Noter Secretarial Transcriber T-7

**Features:** Size 8¾ by 6¾ inches;



weight 5½ pounds; illuminated index strip; scanning dial; no warm-up  
**Introduced:** November, 1959

**List price:** \$299.70 (including variable speed control, foot control, and listening device)

**Other models:** Key-Noter Executive; Key-Noter Executive with Indexing; Key-Noter Battery Model

**Teaching aids:** Teacher's and student manual; training discs



## Dictaphone's new course teaches the most widely used machine dictating method

Secretarial students gain valuable job experience when classwork is built around Dictaphone's new rental-at-cost training package. For they use the new Dictaphone TIME-MASTER® dictating machine with the Dictabelt® record—the up-to-date machine dictating method most widely used in business today.

There's a new, 200-page Dictaphone textbook with a full work program for one semester. Students learn from 18 practice Dictabelts containing precisely timed recordings of every type of dictation.

Practice work includes typical correspondence for a variety of professions and industries; medicine, law, government and 15 others.

Your school can get all the equipment and materials needed to train 15 students by renting one Dictaphone course unit. With it, you get full service on the machine.

Dictaphone Corp., 730 Third Ave., N.Y. 17, Dept. BW-40

Please send me your booklet,  
"On The Way Up Before The First Job."

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# Dictaphone® CORP.

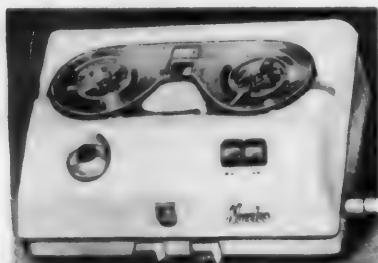
Dictaphone, Time-Master, Dictabelt are registered trademarks of Dictaphone Corp., 730 Third Avenue, N. Y. 17, N. Y.; 204 Eglinton Ave. E., Toronto, Canada; 17-19 Stratford Place, London W. 1, England

## DICTATING MACHINES (continued)

**North American Phillips Co., Inc.**  
230 Duffy Avenue  
Hicksville, N.Y.

72

**Model:** Norelco 35  
**Features:** Magazine loading; five controls for all functions; automatic

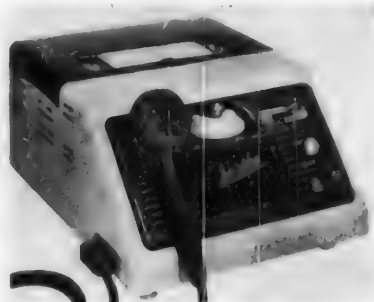


counter; 35 minute dictating capacity; weight 8 pounds  
**Introduced:** April, 1958  
**List price:** \$179.50 (with either transcribing or dictating accessories)

**Scribe Distributors Co.**  
6949 West North Avenue  
Oak Park, Ill.

73

**Model:** Scribe SI-50  
**Features:** Combination recorder-transcriber; magnetic tape; magazine load-



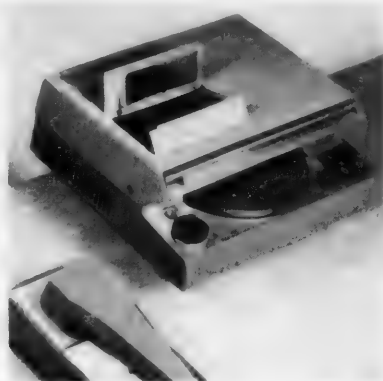
ing; 30-minute recording capacity  
**Introduced:** June, 1958  
**List price:** \$325 (plus transcribing accessories)  
**Other models:** Scribe SI-60 transcriber; Scribe SI-70 (recorder-transcriber with multiple dictating stations)

**SoundScriber Corporation**  
6 Middletown Avenue  
North Haven, Conn.

74

**Model:** Communicator Combination  
**Features:** Dictating and transcribing; automatic volume control; dictation controls by "Satellite" unit, including

microphone; transistorized; tone and volume controls; dual scanner; illuminated viewer; choice of foot or hand transcription controls  
**Introduced:** January, 1960  
**List price:** \$475 (including accessories)



**Other models:** Communicator Executive Secretary Transcriber; Master Communicator Recorder; Communicator Recorder; Traveler Portable Recorder  
**Teaching aids:** 10 or 20 hour general transcription course; 5 to 10 hour insurance transcription course; general, insurance, legal, and medical pre-employment tests; wall charts; other teaching aids

**Stenocord of America, Inc.**  
29 Broadway  
New York 6, New York

75

**Model:** Stenocord D  
**Features:** Dictating and transcribing;



reusable magnetic belt; audible scanner; fingertip control; microphone control; light weight  
**List price:** \$199.50  
**Teaching aids:** Program will be available for fall.

**FOR MORE DETAILS** on products or teaching aids, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address; for advertising key numbers, see Index of Advertisers on page 64.

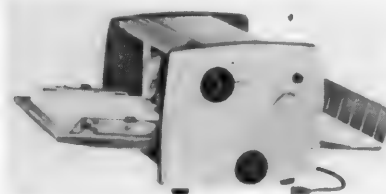
## DUPLICATORS

### FLUID DUPLICATORS

**Bohn Duplicator Company**  
444 Park Avenue South  
New York 16, N.Y.

76

**Model:** BDC Rex-Rotary R-11E (electric)  
**Features:** Trays fold in to form covers; automatic master clamp; inter-

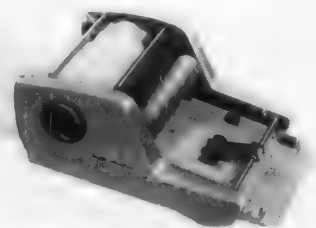


linked operating controls; nylon gears; counter; vertical copy control  
**List price:** \$295  
**Other models:** R-11H (manual, \$190)

**Cole Steel Office Machines**  
415 Madison Avenue  
New York 17, N.Y.

77

**Model:** Cole 425 (electric)  
**Features:** Automatic counter; automatic feed; area up to 9½ by 14 inches



**Introduced:** September, 1959  
**List price:** \$169.50  
**Other models:** Cole 415 (manual, hand-fed, \$79); Cole 424 (double size, double feed, manual, \$339)  
**Teaching aids:** Instruction manual

**A. B. Dick Co.**  
5700 West Touhy Avenue  
Chicago 48, Ill.

78

**Model:** A. B. Dick 227  
**Features:** Full ream capacity; feed selector; feed table rises automati-





**Designed  
with your class  
in mind!**

## **An 8-hour course in machine transcribing**

**F**IND it hard to fit machine transcribing into your secretarial course's crowded schedule? You should know about the Edison Voicewriter Secretarial Transcribing Course. Takes only 8 hours of instruction . . . yet includes *all* the essentials to give students transcribing skill.

Developed, tested and endorsed by practicing educators, the Edison Voicewriter Course is available . . . free . . . when you buy or rent Voicewriter equipment. Includes everything you need: Manuals for teacher and students, instruction books, recorded discs, even certificates of proficiency to be awarded on completion of the course.

### **Edison Voicewriter**

A product of Thomas A. Edison Industries,  
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Mail coupon today for full details. At the same time, ask to see the Edison Voicewriter in action. You'll see why it's used by top people in business, the professions and government—in the offices where your students would most like to work after graduation!

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To: Edison Voicewriter, Dept. BE-4  
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Please have your local representative show me the new Edison Voicewriter and all the materials in your Secretarial Transcribing Course.

Name \_\_\_\_\_

Title \_\_\_\_\_

School \_\_\_\_\_

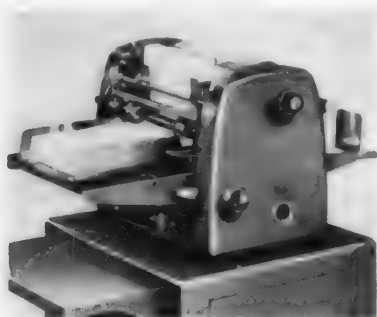
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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## DUPLICATORS—

### Fluid (continued)

cally; automatic moistening system; visible fluid supply  
**Price:** approximately \$595



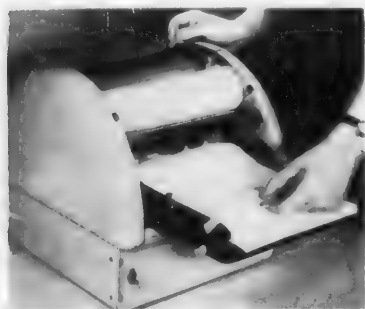
**Other models:** Model 226 (electric); 225 (electric, sit-down); 221 (manual); 215 (electric); 210 (manual)

**Ditto, Incorporated**  
**6800 McCormick Road**  
**Chicago 45, Ill.**

79

**Model:** Ditto Direct Process D-21 (electric)

**Features:** enclosed motor; "Sure-Feed"; automatic counter; margin



adjustment; copying surface to 8½ by 13½ inches

**Introduced:** January, 1960

**List price:** \$299

**Other models:** D-20 (manual); D-30 (manual); D-31 (electric); D-35 (seated posture, systems); D-60 (heavy-duty manual); D-70 (electric); and others

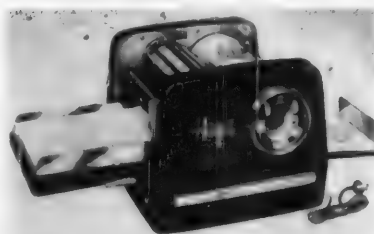
**Teaching aids:** Five-lesson plan; student's lesson kit; letterhead and bill-head masters

**Heyer, Inc.**  
**1850 South Kostner Avenue**  
**Chicago 23, Ill.**

80

**Model:** Heyer Conqueror 70 (manual)

**Features:** Feed table without side rubbers; adjustable feed wheels; feed tension control; direct counter  
**Introduced:** October, 1959



**List price:** \$214.50

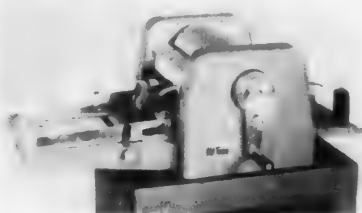
**Other models:** Conqueror 76 (electric, \$299.50); Conqueror 76B (electric with automatic 11 and 14 inch cylinder stop, \$324.50)

**Old Town Corporation**  
**750 Pacific Street**  
**Brooklyn, N.Y.**

81

**Model:** Old Town 10 (manual)

**Features:** Simplified controls; air tight, removable fluid tank; paper size from



3 by 5 inches to 9 by 14 inches; registration adjustments

**Introduced:** 1959

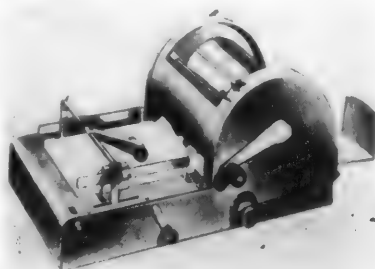
**List price:** \$214.50

**Other models:** 9H (heavy-duty manual, paper size to 9 by 17 inches, \$295); 9E (electric)

**Rex-O-Graph Division**  
**General Binding Corporation**  
**1101 Skokie Highway**  
**Northbrook, Ill.**

82

**Model:** Rex-O-Graph CR Super Crest (manual)



**Features:** Automatic fluid flow; automatic paper centering on feed tray; vertical copy control; friction feed; counter; pressure control  
**Price:** \$198

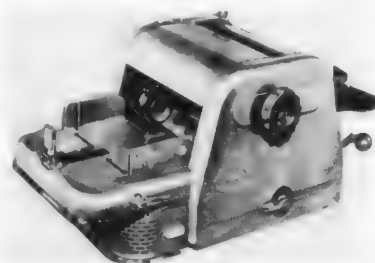
**Other models:** Rex-Imperial R (manual, \$248); Rex-Imperial RET (electric, \$494); Rex-Imperial RE (electric, \$568); Crest-O-Matic CET (manual, \$324); Systematic RES-4 (electric, \$980)

**Wolber Duplicator & Supply Co.**  
**1201 Cortland Street**  
**Chicago 14, Ill.**

83

**Model:** Golden Streak Copy-Rite (electric)

**Features:** Single control lever for all



operations; automatic stop; vertical copy control; pilot light; no rubber parts on feed table; paper size: post-card to 9 by 12 inches; counter

## STENCIL DUPLICATORS

**Addo-x, Inc.**  
**300 Park Avenue**  
**New York 22, N.Y.**

84

**Model:** Ronco 350 (electric)

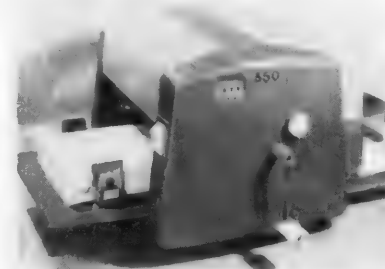
**Features:** Constant speed; full ream feed; automatic inking; automatic shut-off; single lever switch and feed control

**Introduced:** June, 1959

**Price:** \$466 (incl. Fed. tax)

**Other models:** Ronco 250 (portable); Ronco 750 (heavy-duty electric)

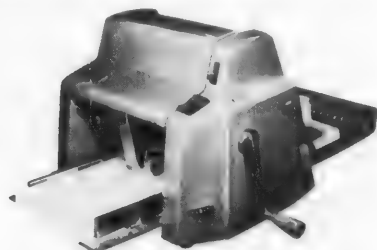
**Teaching aids:** Instruction booklets and manuals



**Bohn Duplicator Company**  
**444 Park Avenue South**  
**New York 16, N.Y.**

**85**

**Model:** BDC Rex-Rotary M-4EAU  
**Features:** Paste ink; twin cylinders;



automatic cut-off counter; vertical and lateral copy control; automatic feed; self-contained case

**List price:** \$345

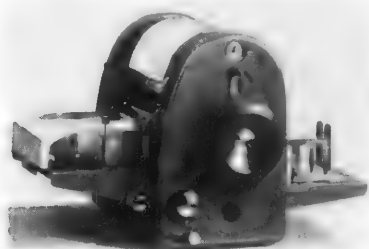
**Other models:** M-4HAU (manual, automatic inking, \$250); M-4H (manual, hand inking, \$210)

**A. B. Dick Company**  
**5700 West Touhy Avenue**  
**Chicago 48, Ill.**

**86**

**Model:** A. B. Dick 455

**Features:** Ultra high speed; jogging receiving tray; automatic counter and shut-off; vertical, lateral, and angular copy adjustments; feed table rises



automatically; variable speed control  
**Introduced:** May, 1959

**Price:** approximately \$850

**Other models:** Model 434 (electric, paste or fluid ink \$545); Model 438 (similar to 455 but no automatic jogging, slightly slower speed); Model 433 (manual version of 438); Model 418 (similar to 434 but constant speed); Model 416 (manual version of 418); Model 412 (electric, portable); Model 411 (manual version of 412)

**Teaching aids:** "Fundamentals of Mimeographing" (14 lessons); "Techniques of Mimeographing" (60 pp.); "How to Plan and Publish a Mimeograph Newspaper"

<input type="checkbox"/> MODEL LISTED <input type="checkbox"/> OTHER MODELS <input type="checkbox"/> TEACHING AIDS YOUR NAME ..... SCHOOL ..... ADDRESS .....	Key No. <input type="checkbox"/>	<input type="checkbox"/> MODEL LISTED <input type="checkbox"/> OTHER MODELS <input type="checkbox"/> TEACHING AIDS YOUR NAME ..... SCHOOL ..... ADDRESS .....	Key No. <input type="checkbox"/>
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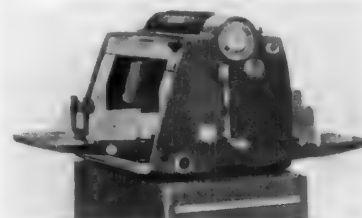
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**Gestetner Corporation**  
216 Lake Avenue  
Yonkers, N.Y.

**87**

*Model:* Gestetner 360 (electric)  
*Features:* Paste ink; dual-cylinder process; color-coded controls; full ream feed; automatic inking; vertical

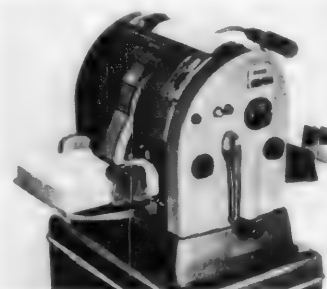


and lateral copy control; paper joggers; counter; automatic shut-off  
*Introduced:* November, 1959  
*List price:* \$795 (incl. Fed. tax)  
*Other models:* 300 (manual, \$339.20); 330 (manual, \$524.70); 310 (electric, \$450.50); 320 (electric, \$477)

**Rex-Rotary Distributing Corp.**  
387 Park Avenue South  
New York 16, N.Y.

**88**

*Model:* Rex-Rotary D280 EAU W (electric)  
*Features:* Automatic inking; inking system in one unit for easy color



change; automatic counter; vertical and angular copy control; rubber impression roller; speed control; printing area from 2 3/4 by 4 inches  
*List price:* \$665  
*Other models:* available also in manual, with and without automatic inking, and for various width stencils  
*Teaching aids:* Instruction booklets; booklets on applications

**Speed-O-Print Corp.**  
1801 Larchmont Avenue  
Chicago 13, Ill.

**89**

*Model:* Liberator 75 (manual)  
*Features:* Automatic feed; post card

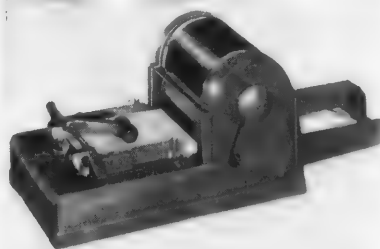
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to legal size; printing positioning device; automatic roller release

Price: \$99.50

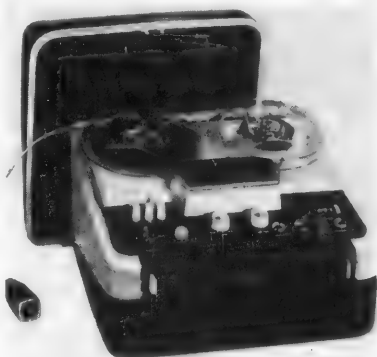
Other models: Model 300 (electric, \$399.50); Model 200 (manual, \$199.50); Model 100 (manual,



\$149.50); Model 50 (manual, \$44.50)

Teaching aids: Stencil preparation and operation manual

Features: Portable; two speakers; push-button controls; monitor control; 2 speeds; index counter



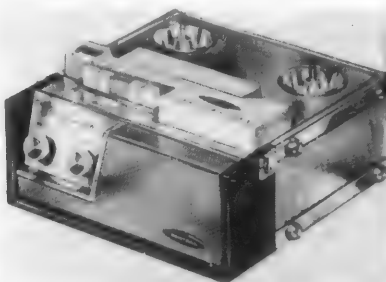
Introduced: June, 1959

List price: \$199.95

speaker performance; input and output jacks; monophonic

Introduced: July, 1959

List price: \$219.95



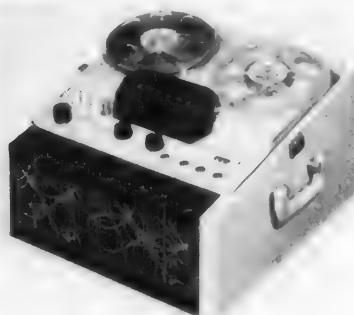
Other models: XP-60S (stereo, \$249.95); Concerto TR-10 (\$129.95); Concerto TR-10S (stereo, \$159.95); Aristocrat II TR-20 (stereo playback, monophonic record, \$350); Emperor II NL-4 (stereo, \$500)

## TAPE RECORDERS

Allied Radio Corp.  
100 North Western Avenue  
Chicago 80, Ill.

Model: Knight KN-4055

Features: Records monophonically; plays stereo with accessory amplifier;



two speeds; index counter; built-in speaker, amplifier

Introduced: November, 1959

List price: \$129.95 (with KN-4056 speaker-amplifier for stereo, \$159.90)

Other models: KN-4050 (same as KN-4055 but monophonic only, \$99.95)

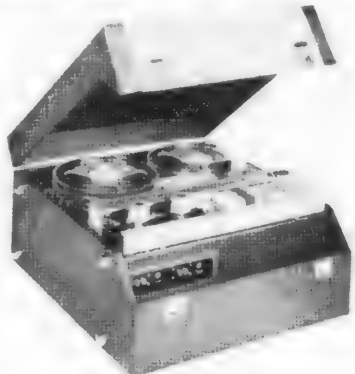
Bell & Howell Company  
7100 McCormick Road  
Chicago 45, Ill.

Model: Bell & Howell 785

Bell Sound Division  
Thompson Ramo Wooldridge, Inc.  
555 Marion Road  
Columbus 7, Ohio

Model: T-228

Features: 2-track erase, record, playback; 4-track stereo playback; three separate motors for tape control; tape



transport with two record-playback preamplifiers in case (separate amplifier and speaker system needed)

List price: \$329.65

Other models: tape transports from \$114.95

Pentron Corporation  
777 South Tripp Avenue  
Chicago 24, Ill.

Model: Pentron Triumph XP-60

Features: Push button controls; weight 19 pounds; index counter; automatic shut-off; monitor switch; 3-

Radio Corporation of America  
Building 15-1  
Camden 2, N.J.

Model: RCA Victor Stereo MI-35116

Features: 4-track stereo tape trans-

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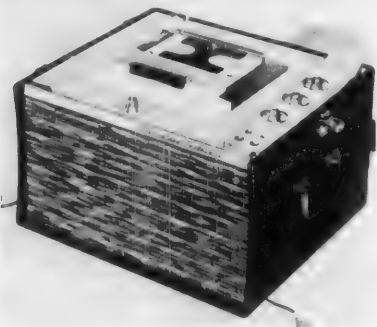


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DUPLICATING PRODUCTS

## TAPE RECORDERS

(continued)

port; stereo or monophonic; tape cartridge; automatic shut-off; three speakers; push button control; interlock to



prevent accidental erasure; provision for auxiliary speaker  
*Introduced:* June, 1959  
*List price:* \$299.95

**Revere Camera Company**  
 320 East 21 Street  
 Chicago 16, Ill.

94

*Model:* Revere T-202  
*Features:* Push-button control; 2

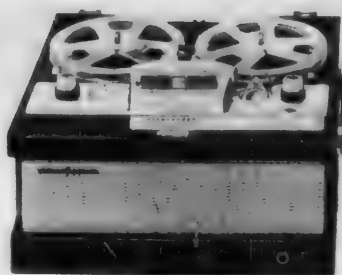


speeds; automatic shut-off; index counter  
*Introduced:* 1959  
*List price:* \$207.50

**V-M Corporation**  
 305 Territorial  
 Benton Harbor, Mich.

95

*Model:* Tape-O-Matic 720  
*Features:* 4 tracks; push-button controls; index timer; tuning eye; automatic shut-off; 2 speeds (7% or 3%); monitor switch; pause button; input

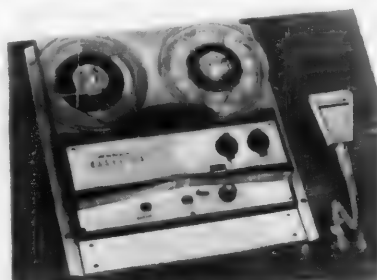


and output receptacles; stereo jack  
*Introduced:* July, 1959  
*List price:* \$225

**Webcor, Inc.**  
 5610 Bloomingdale  
 Chicago, Ill.

96

*Model:* Educator 2151  
*Features:* Two-channel, listen-respond; intercom system between teacher and student; safety lock;

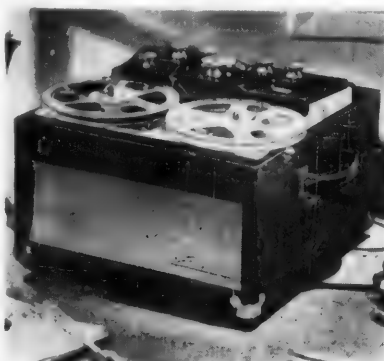


teacher monitor; position locator; pause lever; pilot light.  
*Other models:* Regent Coronet 2007 (stereo); Regent Monaural 2005; Regent Remote Monaural 2006; Royalite Stereo 2008; Royalite Hi-Fi 2001; Royalite Remote 2009  
*Teaching aids:* in preparation

**Webster Electric Co.**  
 Racine, Wisc.

97

*Model:* Ekotape 320  
*Features:* 2 speeds; central control;

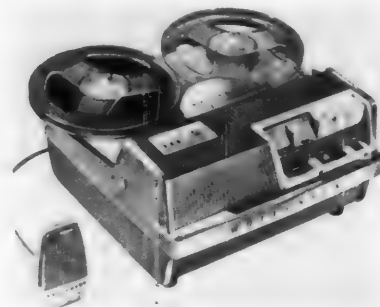


automatic stop; index counter; built-in speaker, amplifier; weight 35 pounds  
*List price:* \$279.50

**Wollensak Optical Company**  
 320 East 21 Street  
 Chicago 16, Ill.

98

*Model:* Wollensak T-1500



*Features:* 2 speeds; push-button controls; index counter  
*Introduced:* 1957  
*List price:* \$199.50

## TYPEWRITERS

### ELECTRIC TYPEWRITERS

**Addo-x, Inc.**  
 300 Park Avenue  
 New York 22, N.Y.

99

*Model:* Adler Electric Typewriter  
*Features:* Variable keyboard depth control; adjustable automatic paper injector-ejector; automatic shut-off switch; repeat keys: underscore, double underscore, period, back space, "x," and others; word expander; 46 keys  
*Introduced:* January, 1960  
*List price:* \$472 (incl. Fed. tax)  
*Teaching aids:* Instruction booklets and manuals



**International Business Machines Corp.**  
**Electric Typewriter Division**  
**590 Madison Avenue**  
**New York 22, N.Y.**

**100**

**Model:** IBM Standard Electric  
**Features:** Electric carriage return;  
 touch control; copy control; "clear-



view" card holder; many type styles available

**Introduced:** January, 1959

**List price:** \$445

**Other models:** IBM Formwriter; IBM Electric with Decimal Tabulation; IBM Executive (with proportional spacing)

**Teaching aids:** Lesson plans; films; bulletin board material; typing drills

and line spacing; eight-key decimal tabulation available



**Introduced:** October, 1959

**List price:** \$445

**Teaching aids:** Wall chart; instruction manual

**Remington Rand Division**  
**Sperry Rand Corporation**  
**315 Park Avenue South**  
**New York 10, N.Y.**

**103**

**Model:** Remington Electric Typewriter

**Features:** "Natural slope" keyboard; scales with left and right margins set

**Olivetti Corp. of America**  
**375 Park Avenue**  
**New York 22, N.Y.**

**101**

**Model:** Olivetti Lexikon 80  
**Features:** Automatic shut-off switch,



automatic margin set, automatic paragraph indentation, repeat back space, line finder, 45 keys

**List price:** \$395



at same number; visible margin control; visible on-off switch

**School price:** \$295

**Teaching aids:** Business Teacher Library (kit); "The Typewriter in Business" (film)

**Royal McBee Corporation**  
**Westchester Avenue**  
**Port Chester, N.Y.**

**104**

**Model:** Royal Electric HE

**Features:** carbon or fabric ribbon as



**Paillard, Inc.**  
**100 Avenue of the Americas**  
**New York 13, N.Y.**

**102**

**Model:** Hermes Ambassador Electric  
**Features:** Automatic cut-off; automatic margins; paper injector; interchangeable carriage and platen; all 46 keys repeat; repeat forward, back,



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City

STATE

## TYPEWRITERS—

### Electric (continued)

standard equipment, "Magic Margin"; line meter, "Twin-Pak" ribbon changer; many automatic controls  
*Introduced:* February, 1960

*Teaching aids:* "Electric Typing for the Classroom Teacher"; "The Modern Secretary"; "You As A Secretary"; electric keyboard diagram

**Smith-Corona Marchant Inc.**  
701 East Washington Street  
Syracuse 1, N.Y.

105

*Model:* Electra 12

*Features:* Electric keyboard; manual carriage return; 11-inch writing line;



space, hyphen, underline repeat; touch control; impression control; tabulator; page gage; visible on-off switch; weight 18 pounds  
*School price:* \$149.50

*Other models:* Smith-Corona 3EE (standard size, all-electric; \$295)

**Underwood Corporation**  
1 Park Avenue  
New York 16, N.Y.

106

*Model:* Underwood Documentor

*Features:* 11-degree keyboard slope;



margins electrically set from keyboard; electric tab set and clear; reverse tabulation; five repeat keys; left and right carriage return bars; line finder

*Introduced:* June, 1958

*Other models:* Carbon ribbon; 10-key decimal tabulator; various carriage widths

*Teaching aids:* "Electric Typing is Easy Typing"; posture chart; keyboard wall chart; "Duties of a Secretary" (filmstrip)

## MANUAL TYPEWRITERS

**Addo-x, Inc.**  
300 Park Avenue  
New York 22, N.Y.

107

*Model:* Adler Universal Typewriter 13"

*Features:* Adjustable automatic paper injector-ejector; seven stop decimal tabulator; line finder with holes for



drawing lines; word expander; 46 keys; interchangeable carriages, 13 to 35 inches; transparent card holder  
*Introduced:* January, 1958

*List price:* \$249 (incl. Fed. tax)  
*Other models:* Adler Primus Portable; Adler Junior E Portable; Adler Universal 12" Single Bar Tabulator; Adler Standard Special  
*Teaching aids:* Instruction booklets and manuals

**R. C. Allen Business Machines, Inc.**  
Grand Rapids 4, Mich.

108

*Model:* VisOmatic A

*Features:* Automatic margin; trans-



parent card holder; removable platen; one space ribbon reverse

*Introduced:* January, 1959

*School price:* approximately \$170

*Other models:* various carriage lengths  
*Teaching aids:* Wall charts; progress charts; posture charts; speed tests; proficiency cards

**Alma Office Machine Corp.**  
349 Broadway  
New York 13, N.Y.

109

*Model:* Everest Standard 92

*Features:* 12-inch carriage; 46 keys; automatic margins; automatic paper



injector-ejector; "no hold" tabulation; interchangeable carriages; ten year parts guarantee

*List price:* \$212.50

*Other models:* Everest K2 Portable (\$109)

**Facit Incorporated**  
404 Park Avenue South  
New York 16, N.Y.

110

*Model:* Facit T1

*Features:* Double tabulator system,

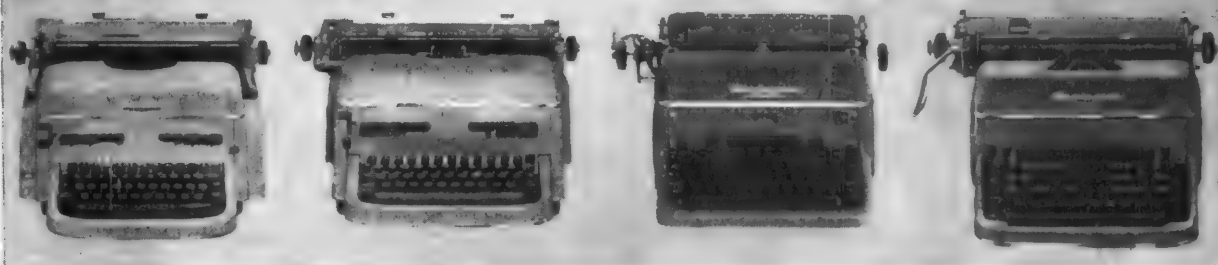


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## TYPEWRITERS—

### Manual (continued)

preset "Multimatic" and standard; sound-absorbing bottom plate; jammed key release; touch control  
**List price:** \$225

**Other models:** portable with tabulator, \$109.50; portable without tabulator, \$89.50

**Teaching aids:** Keyboard charts; speed tests; dictation booklet

**Inter-Continental Trading Corp.**  
90 West Street  
New York 6, N.Y.

**111**

**Model:** Olympia SG1-N  
**Features:** Correcting space bar; 46



keys; spring-cushioned key tops; vertical half spacing; automatic tab clearance; touch control; word expander

**School price:** approximately \$160 (without paper injector)

**Other models:** SG1-L (same as SG1-N but with paper injector-ejector); SG1-S (decimal tabulator)

**Olivetti Corp. of America**  
375 Park Avenue  
New York 22, N.Y.

**112**

**Model:** Diaspran 82  
**Features:** Light touch; multiple function controls; automatic margin set-



tings; four scales; line gage; four-position ribbon control; steel card holder

**Introduced:** October, 1959  
**List price:** \$225

**Paillard, Inc.**  
100 Avenue of the Americas  
New York 13, N.Y.

**113**

**Model:** Hermes Standard 8  
**Features:** Heavy-duty construction;



automatic visible margins; half line spacing; 44 keys; de-jamming key; vertically placed carriage rails; many type styles available

**Introduced:** 1955  
**List price:** \$179.50

**Teaching aids:** Instruction manual  
**Other models:** Hermes Ambassador

**Remington Rand Division**  
**Sperry Rand Corporation**  
315 Park Avenue South  
New York 10, N.Y.

**114**

**Model:** Remington Standard  
**Features:** Accelerated type action; visible margins; left and right mar-



gins set the same number; "Fold-A-Matic" construction; large, down-swept return lever

**School price:** \$180

**Teaching aids:** Business Teacher Library (kit); "The Typewriter in Business" (film)

**Royal McBee Corporation**  
Westchester Avenue  
Port Chester, N.Y.

**115**

**Model:** Royal Standard FP  
**Features:** "Finger balance touch";



"Twin-Pak" ribbon changer; "Magic Margin"; touch control

**Introduced:** 1958

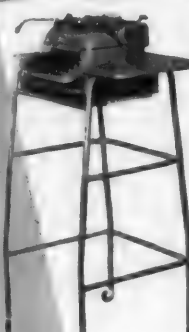
**Teaching aids:** "The Modern Secretary"; "You As A Secretary"

**Smith-Corona Marchant Inc.**  
701 East Washington Street  
Syracuse 1, N.Y.

**116**

**Model:** Smith-Corona 62E Secretarial  
**Features:** Page gage; "Instant-set" margins; interchangeable platen; simplified scale; "accelerator" action  
**Introduced:** March, 1958

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**GARRETT TUBULAR PRODUCTS, INC.**  
P.O. BOX 237 DEPT. BEW GARRETT, INDIANA

School price: \$180  
Other models: Carbon Ribbon Secretarial



Teaching aids: Operating features wall chart; keyboard wall chart; teaching aids kit

Underwood Corporation  
1 Park Avenue  
New York 16, N.Y.

117

Model: Underwood Touch-Master II  
Features: Light touch; 44 keys; cen-



tering scales; line finder; visible margin stops; ribbon guide

Introduced: 1959

Other models: 10-key decimal tabulator; various carriage widths

Teaching aids: Operative parts chart; "History of the Typewriter"; keyboard wall chart; typing tests; office-style typing folder; "Duties of a Secretary" (filmstrip)

## ADDENDA

Shaw-Walker Co.  
Muskegon, Mich.

118

Model: 8317 Posture Chair  
Features: Nylon bearing swivel mech-

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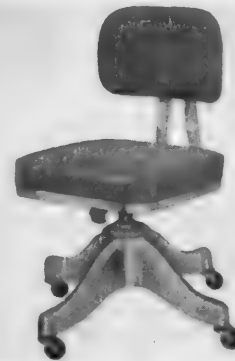
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anism; cast aluminum base; contour seat with foam rubber cushioning; simple height adjustment  
*Other models:* 8315 (with smaller seat and back)

**National Cash Register Co.**  
**Dayton 9, Ohio**

**119**

*Model:* "Economy" Full-Keyboard Adding Machine (electric)  
*Features:* Large answer dial; barrel-



type keys; stair-step keyboard; capacity 10-10; automatic subtraction  
*Other models:* 8- and 6-column electric and manual; Deluxe line

**National Cash Register Co.**  
**Dayton 9, Ohio**

**120**

*Model:* Class 33 Accounting Machine  
*Features:* 21 separate totals; automatic credit balances; single key automatically totals all 21 totals in sequence; removable program bars; reverse entry error correction key  
*Other models:* Class 31A





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HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

### Why is education obsolete? And do you

know what *vertical* and *lateral* education have to do with the problem?

"Now, not so fast," you say. "About that obsolete business—well, maybe in spots. Take my machines class. The vintage of some of those machines makes what we do in class pretty obsolete. But that vertical and lateral talk stumps me. Sounds more like football—and we're not obsolete there. You should see those new uniforms! Seriously, though, what are we talking about?"

About an article by Margaret Mead, the anthropologist, in the *Harvard Business Review*, December, 1958. (Yes, I'm that far behind my reading.) Miss Mead suggests that education is obsolete because it has gone on being largely a system of *vertical transmission*—in other words, what needs to be known is *handed down* from teachers to pupils. We cling to vertical transmission because we haven't taken into account "the change in the rate of change" in today's world. The important things that today's individual, whatever his age, must learn—and must continue to learn throughout his lifetime—are the things that cannot be handed down because they are happening with incredible rapidity *today*. Knowledges, understandings, and concepts must be handed *across* almost as they are grasped, by whoever is informed about them, to the uninformed. This is *lateral* transmission.

For people "ready to begin space exploration and aware of the possibility that we can bring about the suicide of the entire human species," it is even conceivable that the most imperative things for us to learn are the things that will happen tomorrow!

**That's an arresting thought**, isn't it? And wouldn't the kids have a field day with it! ("Aw, why should I do my homework tonight, Pop? Even the teacher says the important things to know are still coming up. Why don't I just save the old brain until some of that stuff happens?" Or, "Naw, I'm just gonna go ahead and drop out of school now, Miss Guidance Counselor. Ya said yourself that what I need to know most is *about* to happen. Why don't I come back to school *after* it happens?")

Well, at least a part of that last kid's comment is somewhat in line with what Miss Mead thinks may keep education from being obsolescent—namely, making education a lifetime thing, with adults—including teachers—returning to various schools to study from time to time. Because of the *rapidity* of change in today's world, no one can even begin to think that his secondary education is finished if he leaves the secondary school at the usual age after the usual four years. This means that we shall have to remake our concept of secondary education.

Here is Miss Mead's new concept: "Secondary education would mean an education that is based on primary education that can be obtained in any amount and at any period during the individual's whole lifetime." Now let's back up for Miss Mead's definition of *primary* education: "The state in which all children are taught what they need to know in order to be fully human in the world in which they are growing up."

To reiterate Miss Mead's challenging thought: All people are learners; no education is complete; and today's world must shift the emphasis from vertical transmission of what is known to lateral transmission—the informed sharing with the uninformed (wherever they may be found) what is known of *what is happening today and is going to happen tomorrow*.

I have a feeling Miss Mead is right. What do you think? Is vertical transmission obsolete? How much *lateral* learning have you received, or passed on, lately?

## PROBLEM CLINIC

(Continued from page 5)

during their first, second, and third years of school. At the time of enrollment last September, they were placed in this class because they did not seem to fit in any other. Since there is no way out and I must teach them, I am trying to do what I can. This is what I am doing:

In each class period, I spend about half of my time teaching and discussing the assignment for the day with the entire class. Then, the upper half of the class works on problems, written library reports taken from business magazines, and/or bookkeeping practice sets. This group is given more, longer, and more difficult tests. They know that I expect more and better work from them because they are more able—and they are satisfied. The rest of the hour period, I work with the slower group. Although they are not mastering bookkeeping, they are learning much about business. They took the same semester test as the upper division—South-Western Publishing Company Bookkeeping Examination No. 1 (1959-60)—and only four of the 29 "flunked" the examination. To teach this type of class is hard work; but, since we must have them, let's give them all the help and consideration we can.

I have a junior in this class who has only four high school credits thus far. He cannot read very well; he is poor in spelling; his writing is very illegible, and he is extremely poor in English. He failed in typing during the last semester. But in bookkeeping, this lad is good and has earned a high B average the first semester. He loves bookkeeping and has been happy in school this term because of it. Had he been refused entrance into class last September, probably neither he nor anyone else would have discovered that this "stupid" boy had *some* talent.

SISTER MARY VICTORINE  
St. Mary's High School  
David City, Neb.

Dear Mr. Martin:

Since I also teach in a small school where the range of ability is extreme (some students have I.Q.'s of 70 and some have 150), I feel as if I might understand your problem. Although our bookkeeping course is not considered equal to a year of basic math, when I ask the question, "Why must we allow So-and-So to take bookkeeping—am I a dumping ground?" I often receive the same answer as you—"There is no place else for them." (I truly believe there *is* a place for them, and I have suggested to our principal that we offer a simple general business course to such people—regardless of the fact that their grade level might be the senior year.)

However, to get down to the basic problem of what to do with such a class when you have an *extreme* range of ability, I have found the following plan quite effective in contending with the same problem.

I have set up a type of contract plan whereby the A people must complete a specified amount of work, the B people another specified amount of work, etc.

The D people have the bare minimum to do, and, should they fail the first test on Chapter "X," they must do a supplementary problem and retake the test until they get at least a D. As a result, they are not becoming involved with such entries as those dealing with interest on bonds, accrued expenses, and partnerships and corporations, when they are having a difficult time getting cash to prove, understanding accounts payable and accounts receivable, and don't know *why* we must make an entry to three accounts when we receive a discount on purchases. The A and B people, on the other hand, are getting the maximum value out of class.

What do I do each period? I make myself available all period to the people with questions and problems. It might be necessary to take ten or fifteen minutes at the beginning to explain something completely new (e.g., a new account, such as the profit and loss summary). Then I spend the remainder of the period supervising, helping, and testing the class. Under this system, you might find three people ready to take a test on Monday-Tuesday-anyday. Go to your file and pick out the test you have prepared in advance; all three students can write the test, whichever day it may be. If the A people are the students encountering something new, take them aside and explain it while the rest of the class work on their projects—don't hold up the whole class for only the two or three people on A work.

If the A or B group will be on a practice set, it will be necessary to have the foresight to have the sets on hand so that you can reach into your file on the day the group finishes "Chapter 19" and say, "Begin the work on your practice set."

Concerning your "rigging" of grades, I am inclined to believe that businessmen's standards will not vary, even though our grading might. If people cannot write a check accurately, subtract the balance in the checkbook accurately, or just plain don't know much about bookkeeping because "There is no place else for them," I do *not* believe we can afford the reputation of sending such people out with a D—, or even a C.

EDWARD G. HAWKINS  
Sauk City (Wis.) High School

Dear Mr. Martin:

I also teach in a small school and believe I may have a situation similar to yours as far as your bookkeeping class is concerned. It has certainly presented a challenge to me. This is how I have met it—with a lot of satisfaction on my part and also on the part of the students.

After the first week or so, each student is given mimeographed directions of the work required for the particular unit of work we are studying. A basic amount necessary to understand the unit is required of all. Students who are able to complete just the basic work will become Group 3. By additional work, a student can become a member of Group 1 or Group 2. The students are not necessarily told of this grouping.

Group 1 will consist of those students who can understand the work readily and



## SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

**An experimental, ungraded** primary program in one of Vestal's elementary schools is completing its second year. Simply stated, this is a plan whereby children achieve in from three to five years the basic fundamentals traditionally covered in the first four grades. It provides progress for each child—the mature and the immature, the capable and the less capable—at his own pace.

Will the Utopian day ever arrive when a comparable setup can be inaugurated in the skill-development class of our high schools? To each beginning class, the teacher would explain:

"When you finish your stenographic training, you will be transcribing rapidly and accurately letters taken from dictation at a minimum of 120 words a minute. One or two of you may reach this goal in a year; some of you will need one and a half years; most of you will take two years; and a few may need two and a half years. But, sooner or later, depending on your own effort and aptitude, each of you, without exception, will become vocationally competent!"

Think of the psychological advantage this would give every student. Gone would be the shadow of failure—the apprehensiveness that comes with fear of not keeping up with one's class. Gone would be subconscious resignation at being compelled to stay with a slowly geared group.

This moving at one's own pace has been used effectively for many years in the private business schools, where programming can be more flexible. At a recent committee meeting, John E. Whitcraft, chief of the Bureau of Business and Distributive Education for the State of New York, related his own rewarding experiences with such a shorthand and typewriting plan at Alfred (N. Y.) University.

**Any high school** large enough to have two beginning sections and/or two advanced sections meeting during the same hour can easily handle the periodic reshuffling of students to enable "60" to move to "80" and on to "100" when qualified. A student could remain in any class for a few weeks or for several months in this ideal learning sequence.

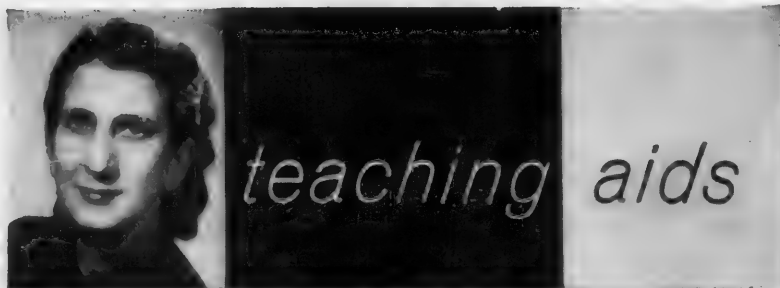
Even the smallest school can modify this plan. Often I invite superior first-year students to visit a second-year class if they have a study hall that period, or if their schedule can be conveniently rearranged. Some have completed second-year requirements on this short-time basis and have been ready for an enriched program the next semester.

Although "Nothing ventured, nothing gained" is my motto, acceleration is used only where the advantages far outweigh the admitted drawbacks. My greatest heartache comes in trying to convince the slower student that he can be perfectly normal and still take a year and a half to finish what another does in one year. These late-blooming children should not face the social stigma of being classed as repeaters.

The dream school I envision also uses noncumulative grading in skill-development subjects. Each marking period brings a fresh start toward attainment. The student who now does 120 wam in shorthand and 65 wam in typewriting should not be penalized because of initial floundering in the past. Conversely, the student who, after making a beautiful record the first months, fails to meet the year-end objectives should not be considered successful on the basis of his average.

This ungraded shorthand program and noncumulative grading plan means re-educating administrators and guidance personnel who handle scheduling. It opens a wide and challenging vista as one "makes haste slowly" in terms of his own school situation and his own basic philosophy.

I'm willing to wait patiently, because "the difficult takes a long time and the impossible takes just a little longer."



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

**Marketing Films.** *Catalog of Films*, a publication of the American Marketing Association, 27 East Monroe Street, Chicago 2, Ill., is divided into two parts: Group A consists of marketing films of general interest; Group B consists of films of a more specialized nature, many of which deal with the operations of a specific company or industry. The catalog is free to teacher members of the Association; cost to others, 25 cents.

**Filmstrip: Rubber.** "An Introduction to Rubber" is made available by the United States Rubber Company and is published by Teachers Library, Inc., 1841 Broadway, New York 23, N. Y. The filmstrip, which is free, has 53 frames and is accompanied by a teacher's guide.

**Occupational Guides.** The Michigan Employment Security Commission, 7310 Woodward Avenue, Detroit 2, Mich., has prepared a series of occupational guides in many fields; a complete list is available on request. A number of them are of interest to business teachers: No. 27, *Stenographic Occupations*; No. 51, *Accountants*; No. 57, *Teachers*; No. 60, *Lawyers*; No. 29, *Typing Occupations*. A bibliography is included with each guide. The guides cost 25 cents each, and remittance must accompany order.

**Savings and Investments.** Peter Yacyk has prepared a teaching guide, *Introduction to Savings and Investments*. Charts, graphs, skits, cartoons, bulletin-board materials, and problems in elementary finance are included. All suggested films, filmstrips, textbooks, pamphlets, and other reading materials have been screened. Copies are available from Peter Yacyk, Ridley Township High School, Folsom, Pa. Price: \$3.75.

**Good Grooming.** *Off to a Beautiful Start*, a guide to good grooming for the early-teen-age miss, is presented by Scott Paper Company. It is accompanied by a teacher's guide. Direct your request to Mrs. Enid Smallwood, Director, Home Service Center, Scott Paper Company, Chester, Pa. Supplied free in reasonable quantities.

**Career Information.** For concise information about 250 careers, *What You Can Earn in 250 Different Careers* will be useful to high school students. The book includes information on the per cent of men and women in each field, a thumbnail sketch of the occupation, educational requirements, salary range, and sources for additional information. Chapters on choosing a career, the importance and cost of a college education, and college scholarships are featured. Excellent for your school library. Available cloth-bound (\$2.95) or in soft covers (\$2.50) from Career Research Associates, 10 Betsy Lane, Ambler, Pa.

**Better Schools.** The businessman—particularly the corporation executive—who wants to do something to help education can now obtain a practical guide in a new publication available from the New York State Citizens Council for Better Schools. It's a 48-page booklet, *How Do Business and Schools Work Together?* The first part of the booklet outlines the needs that have drawn business and education together, then continues with capsule descriptions of thirty commonly conducted business-and-education activities. The second section gives a brief sketch of the school system and the basic principles for working with schools. Part Three dramatizes three educational programs in action—one local, one regional, and one national. The fourth section is intended for the businessman who is ready to start

(Continued on next page)

can go ahead and work by themselves doing not only the basic work but also extra work (which we call Bonus Problems). If you use *Bookkeeping and Accounting Simplified*, by Freeman, Hanna, and Kahn, you will find more than enough work in the back of the book under Supplementary Problems. During the course of the year, these students may do extra practice sets, income-tax problems (packets are available from the Government free of charge), etc., to enrich their program.

Group 2 will consist of the average students. They may require some extra explanations to understand the basic work. They are slower than Group 1 but can usually finish easily the basic work assigned and may do some of the extra problems.

Group 3 is the slow group. These students may need not only additional class explanations on the basic work but plenty of individual help. You will find the study guides in the workbook to accompany the above textbook a very valuable aid in helping this group understand even the reading matter of the text. Group 1 and Group 2 will need no extra help with these guides. Group 3 will also have a minimum number of problems assigned. However, during class they may need individual help on the problems. If you find several in this group who need the same type of help at the same time, you may want to group even within this group. At times, you may wish to call on some of your better students to give individual assistance to students in this group. This serves as a review for Group 1 students and gives them a certain amount of confidence; and I have found that the students in Group 3 receive help in a very co-operative spirit.

As far as grades are concerned, this is how it works: The students in Group 3 cannot earn more than a C grade, which is a high passing mark. D is low passing, and F is a failure. If a student in this group continues to work at his ability level, it is possible for him to obtain a passing grade. The students in Group 2 cannot earn more than a B by doing just the minimum work required of this group. However, it is possible that some students may progress to Group 1 and be eligible for a higher mark—or through laziness, and so forth, may attain only the C grade. In Group 1, it is assumed that the students have completed the work required in Groups 2 and 3. They are eligible for an A grade, depending on the quality of their work and the projects completed.

As far as the class periods are concerned, I divide each into two approximately equal parts. (Our periods run 50 minutes.) As soon as the students assemble, I conduct an oral review, going over as much of the back work as I can in a very rapid question-and-answer period; I make sure to go back far enough to include questions for Group 3, so that they consider this to be something they also can do. I find that this keeps all students interested, and they seem to profit from this rapid-fire drill. I would consider this a most necessary part of my class period even if all students were superior.



To vary the procedure, sometimes I distribute Ditto quiz sheets as soon as the students are assembled. It may be a general review or it may be on one particular topic. This will show up weaknesses or strength in various topics. I usually construct the quiz questions so that the students, as a rule, have to give only one- or two-word answers; these may then be checked at a glance and do not become burdensome to correct.

Next I present the new unit of work. This is presented to the entire class. Some days, of course, there is no new work to be presented; I then use this time to drill orally on the topic we are currently studying.

To interest the class as a whole, I encourage their bringing in articles, balance sheets, simple household records and budgets for the bulletin board, or even some problem for discussion that they may have encountered in the community.

I also find that drama can be used for motivation in the case of the less capable, even in a bookkeeping class. Petty Cash is one topic that I have found very adaptable in this respect. We have a group of students who act as the main bookkeepers of the cash book; they work with duplicated vouchers for various students who need petty cash. We have others who keep the Petty Cash book. This topic can be well developed by using simple numbers and forms ruled on the blackboard, and I have found it an excellent means of motivating the most indifferent ones. A dramatization unit on special journals is also possible—the blackboard with forms always playing an important part. Even as simple a unit as presenting the ledger can be worked into a dramatic unit.

Some days, it might be necessary to use an entire period for the presentation of the new work; but, as a rule, the latter part of each period is spent in laboratory work. This is when the groups begin to function on the various levels. I try to supervise all students as they work, by circulating among them at all times. Group 1 will need very little supervision; Group 2 may need some assistance; but the slow group will take up most of my time. This supervised work gives the students a good start on their outside assignments, and usually I am able to anticipate a good many pitfalls. This procedure keeps me on my toes, and it does as much for my students. I find that there is more interest, and that the amount of work covered by the more capable students is sometimes unbelievable. It has been my experience that each group of students feels a sense of accomplishment, even if on different levels.

As for the time schedule presented by the textbook publishers, I use it as a guide. Some topics I may cover in the time suggested, some I may do more quickly, and on some I may fall behind. Since I have begun using *Bookkeeping and Accounting Simplified*, I find that even my slow and apparently indifferent students (indifferent in the beginning, that is) can, with few exceptions, cover the minimum state requirements.

CATHERINE M. RODA  
Healy High School  
Green Island, N. Y.

## more teaching aids

(Continued from opposite page)

an educational program. Quantities of the booklet are limited; single copies are available from the Council's office, 2 West 45 Street, New York 36, N. Y.

**Adult Education.** The first of a series of handbooks designed for more effective teaching of adults has been published by the National Association of Public School Adult Educators, 1201 Sixteenth Street, NW, Washington 6, D. C. This particular one will be of interest to business teachers, since surveys conducted by the Association show that business subjects comprise a large part of the curricula of adult programs across the country. This booklet gives suggestions on where and how to begin teaching adult classes; ways of involving adult students in planning the program; a variety of suggested teaching methods and how to use them; descriptions of helpful teaching aids; checklists for teachers and students to evaluate the success of the course. Price: 40 cents.

**Audio-Visual Equipment.** A new manual—*ABC's of Audio-Visual Equipment and the School Projectionist Manual*—is an up-to-date, practical, and comprehensive manual on how to use audio-visual equipment. For schools planning a school projectionist club, an eight-page pamphlet, "Organizing a School Projectionist Club," is included free with the manual when requested. Samples of club cards, certificates, pins, and other materials are sent on receipt of a \$1 refundable deposit. The manual itself is written by an expert trainer of school operators. Send \$1.50 to M. O. Publishers, Box 406, State College, Pa.

**Office Practice.** Marietta Cain, 1102 East Tenth Street, Jeffersonville, Ind., offers two kits that she has prepared after years of experience teaching clerical and secretarial workers. *Role-Playing for Secretarial or Clerical Majors* is a 41-page booklet bound in a folder for easy filing; it includes detailed projects for telephoning, receptionist work, and job applications and interviews. *Student's Handbook for Weighing and Understanding of Mailing Processes* contains a self-explanatory booklet with instructions to the student, explanations of different mailing procedures for small, medium, and large offices, classification of mail and postal rates, a pre-test in the study of various postage scales, with answer sheet; two pictorial charts of incoming and outgoing mail; and a weighing kit—a test in which students actually weigh mail and can be given a grade, if the teacher so desires. This material can be used over and over for several years and is adaptable for any office-procedures class, using the rotation method. Both kits are comprehensive and contain instruction sheets for both student and teacher. For each kit, send \$1 to Miss Cain.

**Curriculum Publications.** Teacher-trainers will want the Curriculum Bulletins (1958-59 Series) from the New York City Schools: No. 4, *Clerical Practice for High Schools* (75 cents); No. 9, *Recordkeeping 1 and 2 for High Schools* (20 cents). Write for a free copy of Curriculum and Research Publications, 1959 listing, for others of a similar nature. Address: Board of Education of the City of New York, Bureau of Curriculum Research, 130 West 55 Street, New York 19, N. Y.

**Economic Education.** The Joint Council on Economic Education, 2 West 46 Street, New York 36, N. Y., has published the 1959-60 edition of *Annotated Bibliography of Materials in Economic Education*. This attractive, easy-to-use listing of current materials in economic education contains 300 titles arranged under 21 topic headings. Price: 50 cents. Another Council publication, *Teaching Economic Understandings through Secondary School Business Subjects*, was prepared at the New York University Workshop on Economic Education in 1952. It gives particular emphasis to methods that aid in developing understandings, attitudes, appreciations, and critical thinking in economic education. Price: \$1.

## THE TRIAL OF ANDREW FOSTER

RUTH UNRAU

ANDREW FOSTER was by size and reputation a substantial citizen. He was the town's only bank president<sup>1</sup> and the member that made the Tenth Avenue Memorial Church fashionable. Other citizens pointed<sup>2</sup> to him as a man of worth and wealth.

Andrew attended church regularly, and his devotional attention<sup>3</sup> was a great encouragement to the minister. For after the first few sentences of each sermon, Andrew would<sup>4</sup> pull out a small black notebook, uncap his fountain pen, and start taking shorthand notes. Each time that Dr. Hardy's voice<sup>5</sup> rose to make an impressive point, Andrew would scribble away; in between, he listened with flattering attention.<sup>6</sup> After each service, Andrew would pause to compliment the minister on his fine talk and then stroll home with his wife.<sup>7</sup> A very substantial citizen, indeed.

"Didn't you think Dr. Hardy's point on faith was well made?" Mrs. Foster<sup>8</sup> asked her husband on their return from church one Sunday.

"What? On faith? Oh . . . yes." Andrew started toward the den, his<sup>9</sup> wife toward the kitchen. She knew her husband liked to have a few moments to go over Dr. Hardy's sermon<sup>10</sup> while she prepared the dinner. Once seated at the desk, Andrew pulled out the black notebook. Then, from that morning's shorthand<sup>11</sup> notes, he wrote out the interoffice memos that would be placed on his employees' desks Monday morning.

This was a<sup>12</sup> practice that Andrew had been following since he had been

named bank president. He had discovered that he could plan<sup>13</sup> his work for the next week and still catch fragments of Dr. Hardy's talk. And nobody was aware that his shorthand<sup>14</sup> notes were not on the sermon.

The following Sunday, after a busy week of state bank meetings and late hours, Andrew<sup>15</sup> escorted his wife to their regular seats in the first pew of the church. Then he settled back to listen to<sup>16</sup> Dr. Hardy. He heard the minister's opening remarks and made notations in his black book. As Dr. Hardy<sup>17</sup> started to develop his first point, Andrew smothered a yawn. His head fell and . . .

Then Dr. Hardy stopped speaking.<sup>18</sup> Andrew looked up toward the pulpit. What he saw made him even more curious. For the minister had stepped aside,<sup>19</sup> and in his place stood a white-robed angel.

Gabriel, no doubt, thought Andrew, who took a certain pride in knowing<sup>20</sup> people by name.

The angel looked over the congregation, the church members giving their full attention. Andrew<sup>21</sup> capped his fountain pen and put the notebook back in his pocket.

Then the angel spoke. "I was sent here this morning to<sup>22</sup> honor one of your members, a man who has been a pillar of this church. He has one habit that is particularly<sup>23</sup> noteworthy." The angel looked at Andrew, and all heads turned in his direction. "Andrew Foster, will you please<sup>24</sup> stand up."

Andrew floated to his feet, somewhat lightheaded.

"Andrew, will you read to us from your black notebook," the angel<sup>25</sup> instructed.

Andrew froze. What could he do? Read what he had written or make up something about the sermon? But<sup>26</sup> Andrew could not remember anything Dr. Hardy had said that morning.

"Please read, Andrew," insisted the angel.<sup>27</sup>

Andrew opened the notebook. "See Miss Judson about the board meeting on Thursday . . ." The children giggled, followed<sup>28</sup> by a long silence.

"Read on, Andrew," ordered the angel.

"Reprimand Miss Lewis for taking too long for her coffee<sup>29</sup> break Friday morning . . ." Andrew stopped.

"That will do," said the angel.

Andrew sat down. The lightheadedness was gone. Instead,<sup>30</sup> he felt a burden of remorse and bowed his head. How could he ever face his fellow church members again?

"Raise<sup>31</sup> your head, Andrew, raise your head." The congregation had started chanting. He was being nudged by hundreds of elbows.<sup>32</sup> Andrew tried to look up, but he couldn't. . . .

"Andrew, raise your head. The prayer is over and so is the choral response."<sup>33</sup> Now the chant sounded like his wife's voice. He looked up and opened his eyes. It was his wife, sitting next to him nudging him with her elbow<sup>34</sup>. And there in the pulpit was the reassuring figure of Dr. Hardy, leading the<sup>35</sup> congregation in the closing hymn.

On the following Sunday, the Fosters went to church as usual. Andrew<sup>36</sup> took his seat, uncapped the fountain pen, and removed the black notebook from his pocket. He watched Dr. Hardy mount the<sup>37</sup> stairs to the pulpit and prepared to take down the opening of his text. "For nothing is covered up that will not<sup>38</sup> be revealed or hidden that will not be known," boomed the minister.

Andrew smiled. (774)

### OGA MEMBERSHIP TEST

The act of listening implies something more than merely catching the words spoken, more than just being able to<sup>1</sup> repeat them verbatim. Listening implies understanding to the full limit of one's ability the sense<sup>2</sup> of what is said. This requires thoughtful

concentration on what the speaker is saying.

Some people merely hear lectures<sup>3</sup> while others really listen to them. The former often can tell you who lectured and the subject of his<sup>4</sup> discourse—both gleaned from the program or a previous announcement. The latter can tell you the main points made in the<sup>5</sup> address and comment intelligently on it. This person has mastered the art of listening. (117)

### JUNIOR OGA TEST

The light that leads to freedom is *Freedom of the Press*. Education, information of all kinds, news of what transpires—these open discussions about men and materials sharpen understanding.

Good will is the light that builds<sup>2</sup> understanding, helping mankind to advance onward and upward through the door of each tomorrow. The most precious<sup>3</sup> thing that anyone can have is the good will of others. Friendship is as fragile as an orchid. And it is as<sup>4</sup> beautiful! It is as precious as a gold nugget—and as hard to find! It is as powerful as a great turbine—<sup>5</sup>and as hard to build! It is as delightful as youth—and as hard to keep. (114)

### FLASH READING\*

ROBERTA G. PAVLU

THERE ARE VERY FEW people who can get up in the morning feeling bright and happy, anxious to start the day. It<sup>1</sup> is probably safe to say that they are the exception and not the rule. When the alarm goes off, most of us look<sup>2</sup> sleepily at the clock and cry that it must be fast—it seems more like the middle of the night than morning. We would<sup>3</sup> be very happy if we could ignore the awful alarm and stay in bed, but there is work for us to do and<sup>4</sup> we must get up.

Getting up does not have to be the difficult job it is. When the alarm goes off, it is not<sup>5</sup> always best to get right out of bed and step onto a cold floor. It will only make you want to go back into<sup>6</sup> the soft, warm bed. The first and most important step is getting into a good spirit. Once this is done, half the battle<sup>7</sup> is past. If you get up and think right away of all the work you have at the office or at school, or even<sup>8</sup> of the rush-hour traffic and crowd, you will really have a hard time. It is the way you get up that sometimes means<sup>9</sup> the difference

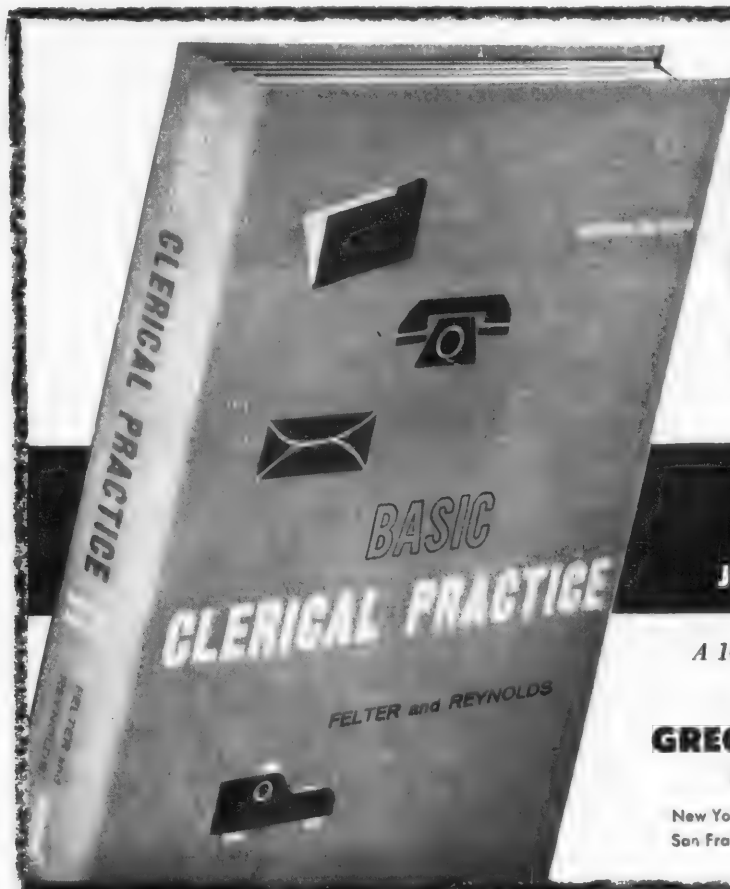
## At the Sound of the Bell

between a good day and a bad one.

If you would awake slowly and lie in bed for a while, your<sup>10</sup> only thought being of some good, hot food, you could then make yourself take that first step—one foot on the floor. If there is<sup>11</sup> a radio near you, a little music would help. Some people like soft music; others say that swing is just the<sup>12</sup> thing they need in the morning. Whatever will suit the person who must awake is the right kind.

Whatever you do,<sup>13</sup> it is really the one thing you do *not* do that matters most. If at all possible, you should not start the day<sup>14</sup> with worries. It is easy to say that you should not think of all the work you know you have. But for all the time you<sup>15</sup> give to your worries, what good can all your mental work do before you get there? Making plans is one thing, but there is<sup>16</sup> a difference between planning and worrying. Worrying can only make the job of getting up more difficult<sup>17</sup> than it is. But if you can get up right, chances are that the day will be a good one. If it is not, you are<sup>18</sup> still ready to face it. (364)

\*Vocabulary limited to Chapters One through Six of Gregg Shorthand Manual Simplified



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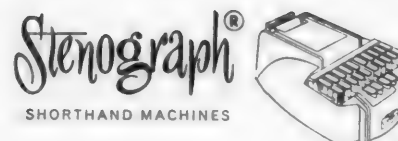
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# Professional

# Report

## NEWS SPOTLIGHT

### Extension of Provisions of Korean G. I. Bill

... was urged by Robert W. Sneden, president of the National Association and Council of Business Schools, in testimony before the House Committee on Veteran Affairs in Washington, D. C. Mr. Sneden gave these reasons for extension:

1. At present, the Federal government does not offer young people any help in coping with the problems created for them by the Cold War and their compulsory military service.

2. The arbitrary cutoff date of the Korean conflict for purposes of educational assistance (January 31, 1955) excluded men unequivocally from educational benefits.

3. Educational assistance to these young people is only fair based on the student deferment policy.

4. The costs of such educational assistance will be self-liquidating, through increased taxes on higher earnings resulting from education.

5. The relatively low educational attainment of veterans potentially affected by this bill indicates a need for such legislation.

6. This bill would provide Americans with badly needed skills.

In regard to this last point, Mr. Sneden added, "Our present critical shortages in certain essential occupations would be even more catastrophic except for the passage of previous G. I. bills."

### Educational Opportunities May Outweigh Tax Inducements

... in attracting enlightened corporations to a community, says Merritt M. Chambers, visiting professor of higher education at the University of Michigan.

"Corporations are attracted by the advantages of good public school systems and research facilities afforded by the presence of the great universities," Dr. Chambers declares. "The worn idea of the states competing with each other to attract new industries by avoiding taxation, especially personal and corporate income taxes, is well on the wane."

Dr. Chambers says the states have not exhausted their sources of revenue; more specifically, "A dozen states as yet have no income tax law. Three states have neither an income tax nor a general sales tax. These two taxes together form the core of a productive and equitable state revenue system." He adds that special sales taxes on specific products (motor fuels, alcoholic beverages, tobacco products, for instance) are sources of income.

## PEOPLE

- Mildred L. Sears, Chico (Calif.) State College, received her Ed.D. degree from the University of California at Los Angeles. Her dissertation, written under the guidance of Samuel J. Wanous, was entitled "Criteria for the Selection of Business Teachers in the Secondary Schools."

Doctor Sears has been at Chico State College for the past fifteen years. She is a member of Pi Omega Pi, the California Business Education Association, AAUW, and Lambda Theta.

- Fred Landolphi, South Side High School, Newark, N.J., has been selected Principal of the Year under a program sponsored by Arthur C. Croft Publications.

- Edward James Laurie was awarded his Ed.D. degree by the University of California at Los Angeles. He is on the faculty of San Jose State College (California). His dissertation, entitled "Applications of Domestic Digital Computing Systems in Businesses and Schools of Business in the United States," was written under the direction of Samuel J. Wanous.

Doctor Laurie is a member of the California Business Education Association, Pi Omega Pi, AAUP, and Phi Delta Kappa.

## GROUPS

- The Eastern Business Teachers Association will hold its sixty-third annual convention at the Hotel Sheraton in Philadelphia, Pa., on April 14, 15, and 16. The theme of the meeting is "1960—A New Decade."

The program is as follows:

**Thursday, April 14**

9:45-11:30 a.m.—SECTION MEETINGS

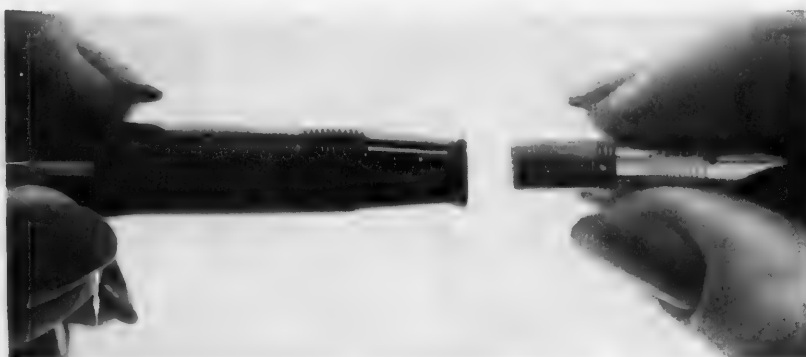
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Distributive Education, Philadelphia. *Chairman:* Joseph Klein, Frankford High School, Philadelphia. *Assistant chairman:* Victor Schiller, Simon Gratz High School, Philadelphia. *Speakers:* William M. Polishook, Temple University, Philadelphia; Wesley E. Scott; Ethel Dickey, Northeast High School, Philadelphia; Adolph Myerson, Frankford High School, Philadelphia; Fred Kane, Supervisor, Business and Distributive Education, Philadelphia. *Recorder:* Elizabeth A. Wight, Supervisor, Co-operative Office Education, Philadelphia.

**PRIVATE SCHOOL ADMINISTRATION:** *Director:* A. Raymond Jackson, Goldey Beacom School of Business, Wilmington, Del. *Chairman:* Charles W. Churchman, Churchman Business College, Easton, Pa. *Assistant chairman:* Robert S. Jeffers, Smithdeal-Massey Business College, Richmond, Va. *Topic:* "What Are You Doing to Increase Enrollments and to Take Care of Additional Students During 1960-61?" *Participants:* Prentiss Carnell, III, Albany (N. Y.) Business College; Melvin Mergenhagen, Bryant & Stratton Business Institute, Buffalo, N. Y.; Cletus J. McBride, Peirce School of Business Administration, Philadelphia; J. R. McCartan, Jr., Robert Morris School, Pittsburgh, Pa.; Peter W. Swindler, Strayer Junior College of Finance, Washington, D.C. *Recorder:* Rosemary V. Rausch, Pennsauken (N.J.) High School.

**JUNIOR COLLEGE:** *Director:* Dorothy C. Finkelhor, Business Training College, Pittsburgh, Pa. *Chairman:* Albert L. Fisher, Fisher Junior College, Boston, Mass.; *Assistant chairman:* Donald Post, Post Junior College, Waterbury, Conn. *Participants:* Lester Johnson, Pennsylvania Director of Higher Education; M. K. Peterson, President, New England Junior College Council. *Recorder:* Dorothy L. Jones, Delaware Twp. High School, Merchantville, N. J.

12:00 noon — **FELLOWSHIP LUNCHEON:** *Chairman:* Donald E. Wilkes, Strayer Junior College of Finance, Washington, D.C. *Speaker:* Walter Emmerling, International President, National Office Management Association. *Topic:* "The Business Man Views the Problems of Business Education."

2:30 p.m. — **GENERAL MEETING:** *Presiding:* Evelyn R. Kulp, President, EBTA. *Keynote speaker:* Arthur S. Flemming, Secretary of Health, Education and Welfare.

6:30 p.m. — **BANQUET AND DANCE:** *Presiding:* Evelyn R. Kulp. *Speaker:* John Gould

**BUSINESS EDUCATION WORLD**

Friday, April 15

9:30-10:30 a.m.—SECTION MEETINGS

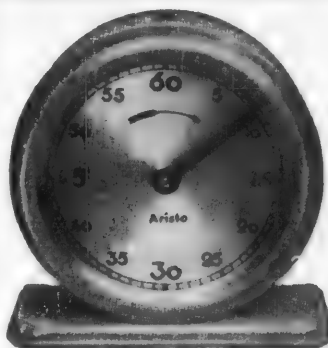
**BOOKKEEPING:** *Director:* F. Howard Strouse, Supervisor of Business Education, Philadelphia. *Chairman:* Bernard A. Shilt, Director of Business Education, Buffalo, N. Y. *Assistant chairman:* Dorothy M. Goff, Rancocas Valley Regional High School, Mount Holly, N.J. *Demonstrator:* Herman L. Snellenberg, Germantown High School, Philadelphia. *Topic:* "Closing Entries." *Recorder:* Morton Shafter, Germantown High School, Philadelphia.

**TYPEWRITING:** *Director:* Emma M. Audesirk, Northern Valley Regional High School, Demarest, N. J. *Chairman:* Elizabeth T. Van Derveer, Montclair (N.J.) State College. *Assistant chairman:* Irving J. Gold, Martin Van Buren High School, Queens Village, N. Y. *Demonstrator:* T. James Crawford, Indiana University, Bloomington. *Recorder:* L. Blanche Stevens, Towson (Md.) High School.

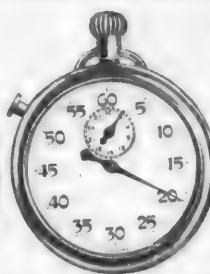
**BASIC BUSINESS:** *Director:* Marion G. Coleman, Temple University, Philadelphia. *Chairman:* Thomas M. Greene, Supervisor, Business and Adult Education, Baltimore (Md.) County Board of Education. *Assistant chairman:* Grace E. Herr, Madison College, Harrisonburg, Va. *Demonstrators:* Paul P. Plevyak; Clarence F. Leisinger; Thelbert A. Whitt; Robert C. Coleman—all from Baltimore (Md.) County Schools. *Topic:* "Putting New Life into Basic Business."

*Participants:* Negdar N. Aijian, Media (Pa.) High School; Peter Bernardino, Upper Darby (Pa.) High School; Ronald E. Crimm, Penncrest High School, Lima, Pa.; Rose A. Farese, Algonquin Regional High School, Northborough, Mass; Fred Kane, Supervisor, Business and Distributive Education, Philadelphia; Anthony J. Mazza, South River (N.J.) High School; James A. Parfet, Cumberland Valley High School, Mechanicsburg, Pa.; Charles C. Roberts, Abington (Pa.) High School; Carmella Marie Rossi, Cheltenham High School, Wyncote, Pa. *Recorder:* Selma Conston, Merchantville (N.J.) High School.

**PRIVATE SCHOOLS:** *Director:* Donald E. Wilkes, Strayer College, Washington, D.C. *Chairman:* William J. Hamilton, Peirce School of Business Administration, Philadelphia. *Assistant chairman:* Stewart B. Jackson, Goldey Beacom School of Business, Wilmington, Del. *Speaker:* Robert L. Grubbs, University of Pittsburgh. *Topic:* "Blueprints for Transcription Success."



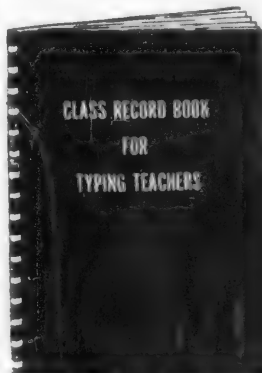
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10:35-11:35 a.m.—SECTION MEETINGS:

**PRIVATE SCHOOLS (continued):** *Speaker:* Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Co. *Topic:* "25 Ways to Build and Hold Typing Enrollments." *Recorder:* Bessie G. Sharpe, Gardner School, Silver Spring, Md.

**CLERICAL PRACTICE:** *Director:* F. Howard Strouse, Supervisor, Commercial Education, Philadelphia. *Chairman:* Wesley E. Scott. *Assistant chairman:* Sydney Weiss, Abraham Lincoln High School, Philadelphia. *Demonstrator:* Edward G. Blendon, John Bartram High School, Philadelphia. *Topic:* "Clerical Practice Lesson on Consumer Credit." *Discussion group:* Ralph W. Pittman, Philadelphia Board of Education; John J. Welsh, John Bartram High School, Philadelphia; Charles H. Williams, Abraham Lincoln High School, Philadelphia; George C. Whittam, Philadelphia Credit Bureau; Richard Miller, Pennsylvania Consumer Finance Association; John H. Dempster, Quaker City Federal Savings & Loan Assn.; James Burke, Snellenburgs, Philadelphia. *Recorder:* Fred Kane.

**SHORTHAND:** *Director:* Emma M. Audesirk, Northern Valley Regional High School, Demarest, N. J. *Chairman:* Elizabeth T. Van Derveer, Montclair (N.J.) State College. *Assistant chairman:* Irving J. Gold, Martin Van Buren High School, Queens Village, N. Y. *Demonstrator:* John L. Rowe, University of North Dakota, Grand Forks. *Recorder:* Renetta F. Heiss, Shipensburg (Pa.) State College

**DISTRIBUTIVE EDUCATION:** *Director:* Wesley E. Scott. *Chairman:* Samuel W. Caplan, Temple University. *Assistant chairman:* Herman Lebourtz, Olney High School, Philadelphia. *Topic:* "The Use of Creative Thinking for Distributive Education Students." *Demonstrator:* Stephen Lux, Roxborough High School, Philadelphia. *Discussion group:* Marilyn Bechill, Bucks County Technical School, Fairless Hills, Pa.; Jerome Leventhal, Bok Vocational High School, Philadelphia; Joseph E. Rhile, Upper Darby (Pa.) Senior High School; Jack D. Weiner, Edison High School, Philadelphia. *Recorder:* Irwin A. Goldberg, Wm. Penn High School, Philadelphia.

3:15-4:30 p.m.—**AUTOMATION PROGRAM FOR TEACHERS:** *Director:* Wesley E. Scott. *Chairman:* Leon Rubin, Supervisor, Business Education, Philadelphia. *Assistant chairman:* Matthew M. Jasner, Supervisor, Business Education, Philadelphia. *Topic:* "Why Business



Teachers Should Be Alerted to the Teaching of Automation—Its Present and Future Significance." *Speakers:* Ford F. Robinson, Curtis Publishing Co.; R. C. Bechtel, Pennsylvania Bell Telephone Co.; Hodge Laughlin, Peirce School of Business Administration, Philadelphia; Matthew M. Jasner; J. J. Hatch, Jr., IBM Corp.

3:15-5:00 p.m.—**STUDENT TEACHERS SECTION MEETING:** *Director:* Marion G. Coleman, Temple University. *Chairman:* Helen J. Keily, State Teachers College, Salem, Mass. *Assistant chairman:* M. Adele Frisbie, Temple University. *Topic:* "Automation in Our Future." *Recorders:* Nancy A. Fleming and Ann M. Hickey, both of Teachers College, Columbia University, New York.

### Saturday, April 16

9:30 a.m.—**GENERAL MEETING:** *Presiding:* Evelyn R. Kulp, President, EBTA. *Chairman:* Edward G. Blendon, John Bartram High School, Philadelphia. *Assistant chairman:* Eleanor Wilkinson, Roxborough High School, Philadelphia. *Demonstrator:* Ellis Jacobs, John Bartram High School, Philadelphia. *Topic:* "Meeting the Special Needs of Students Through Clerical Practice (Ability Grouping)." *Recorder:* Bernice Goodman, John Bartram High School. *Election and installation of officers.*

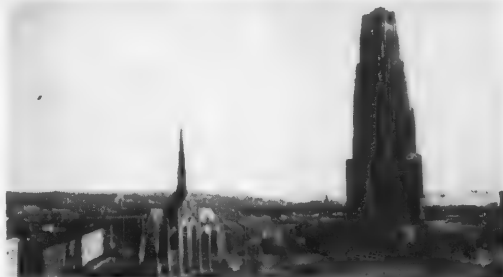
- The National Association of Supervisors of Business Education elected these officers for 1960: Albert L. DeMond, supervising director, Department of Business Education, District of Columbia, president; Robert D. Balthaser, Ohio State supervisor of business education, vice-president; Margaret E. Andrews, consultant in business education and placement, Minneapolis City Schools, secretary-treasurer.

- The Eastern Washington Business Education Association has elected the following officers for the current year: Ruth MacDonald, Walla Walla High School, president; Bill Shackleton, Kinman Business University, Spokane, vice-president; Robert Smick, Rogers High School, Spokane, secretary-treasurer.

### SCHOOLS

- Alcorn A. & M. College, Lorman, Miss., will hold its third annual business education workshop on April 8. Bookkeeping, general business, and secretarial science areas will be covered.

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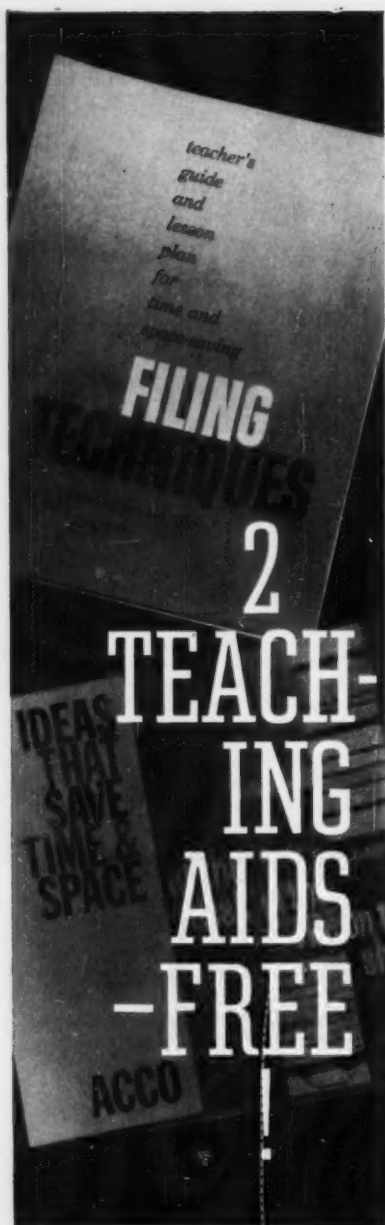
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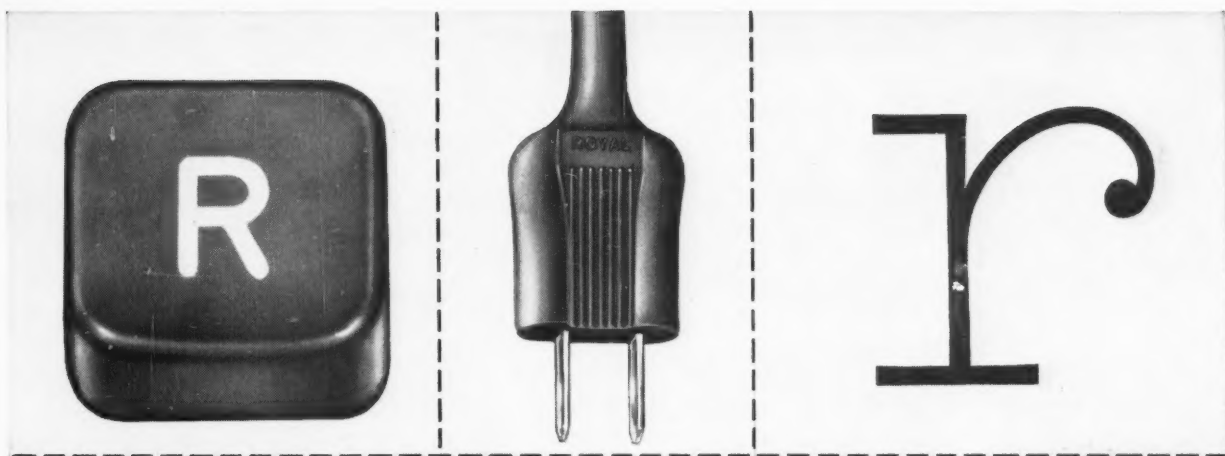
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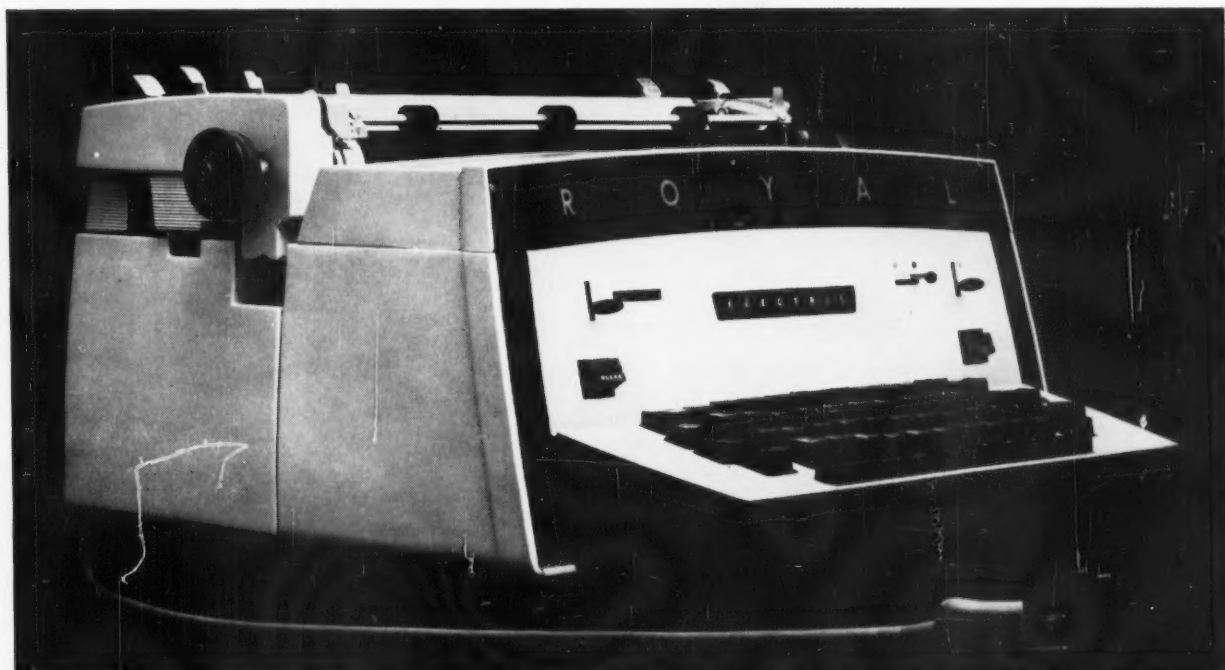
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